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ABSTRACT

This publication contains nine articles on finding employment in education as well as a directory of state teacher certification offices. The authors of the articles include educational placement directors, faculty in colleges of education, and recognized specialists in education-related careers. The following topics are addressed: (1) using a career planning and placement office; (2) teacher supply and demand; (3) the academic job search for graduate students; (4) the professional vita and resume; (5) locating sources of job vacancy announcements; (6) overseas education employment; and (7) career alternatives for educators. An article on how to get a teaching job provides basic suggestions, and another points out skills and guidelines in writing effective letters to obtain employment. (FG)

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THE ASCUS ANNUAL 1981

A Job Search Handbook for Educators

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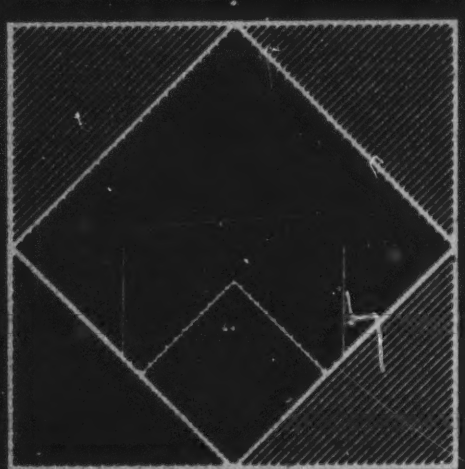

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ASCUS Association for School, College and University Staffing

The Association for School, College, and University Staffing (ASCUS), the professional association representing personnel in educational placement in school districts, colleges, and universities, was founded in 1934 to enhance and promote the concept of career planning and placement as an integral part of the educational process and to undertake activities designed to help schools, colleges, and universities meet their educational staffing needs. These activities include, but are not limited to, the following:

- fostering of a cooperative spirit among educational career planning and placement officials in colleges and universities, as well as hiring personnel of all educational institutions;
- the publishing and dissemination of staffing research data and information and other material which is relevant to the function of career planning and placement; and
- the promotion of high professional standards among persons and associations engaged in career planning, placement, recruitment, or selection of staff.

Information about ASCUS membership, publications, and activities can be obtained from the ASCUS office, Box 4411, Madison, WI 53711 (608) 271-8680.

The ASCUS Annual: A Job Search Handbook for Educators is published each fall by the Association for School, College, and University Staffing (ASCUS) to assist both new and experienced educators in their job search. The **Annual** contains articles on a variety of topics related to the job search and authors include placement personnel in colleges and universities, personnel directors in school districts, and others. The **Annual** is usually distributed through career planning and placement offices in colleges and universities.

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A Job Search Handbook for Educators

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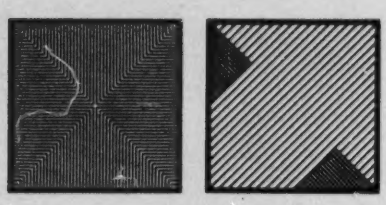

Using Your Career Planning and Placement Office

Anna A. Tackett

You're Not Alone

The whole concept of leaving the academic environment and entering the teaching world is often frightening. You do not need to face this prospect alone—the placement office on your campus provides a supportive environment, including, in many instances, TLC (tender, loving care).

Since "placement" is really a misnomer, many placement offices these days are adopting the term "career development center" or other similar titles. As a person who has identified your career as teaching, you may not realize the services offered by this office, no matter what the name, and how you should be taking advantage of them. By capitalizing on these services, you will, in effect, "place" yourself. After all, only you have enough knowledge of yourself to know in what situation you will function best and be most fulfilled.

Counseling

Career counselors are in a unique position to understand all of the concerns that prospective teacher candidates face—how to apply for a teaching position, how to prepare for an interview, where to look for a position and other pertinent employment information. Rather than function in this realm of uncertainty, make an appointment to discuss these concerns. You cannot be expected to be an expert in the art of job seeking, so take advantage of the knowledge that empathic career counselors are most willing to share with you. School officials responsible for the employment of teachers advise that students who have received counseling have a much better chance of securing a position. Part of the rationale is that their self-confidence is enhanced, thus making them more marketable.

Credentials

In professional circles, the word "credentials" is synonymous with certification that the person is qualified to practice his/her particular specialty. In the teaching profession, credentials, or placement papers, are files containing personal information, recommendations regarding your academic achievement and the student teaching experience(s). In addition, if you have held an education-related position with the same organization over several summers, a letter of recommendation typed on the agency's letterhead makes a significant addition to your file. Personal references should not be included, much as the neighbor or clergyman thinks of you. The establishment of a credentials file is a "must." Prospective employers will request your file to support your application. If you have failed to file your credentials, the application process will be considerably slowed and may even result in your not being considered for a position as you will be viewed as negligent in your responsibilities.

The manner in which you complete the credentials file is especially important as many times this is the first impression a prospective employer has of you. Read and follow the instructions provided by the placement office; they were prepared for the purpose of assisting you. The forms should always be neatly and accurately prepared. Spelling and grammar do count; a glaring error can cause a negative reaction from readers and make them wonder about your potential as an effective teacher.

It is your responsibility to ascertain whether the system(s) to which you are applying will request that the placement office submit your credentials to them or whether you are

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expected to do so personally. If the latter is the case, then you are expected to inform yourself as to how this procedure is put into operation.

It is also your responsibility to keep the placement office advised of change in information, such as name, address, and phone number. Many a job has been lost because no contact could be made with a student.

Initial filing of credentials, or placement papers, is just a beginning. As you progress in your professional life, attain additional degrees, change positions, and/or receive special recognition or honors, this information can and should be added to your file. It is an excellent idea to have your papers up-to-date in the event circumstances cause an unexpected change in your employment situation, thus necessitating a search for another position.

Career Library

The career library or career resource center is a very important part of any placement office. A wealth of information may be found, but you must spend some time in research to find out what material is available at your particular institution and how to make use of it. Some of the following types of information may be available:

- ☐ vacancy listings from public and private schools
- ☐ brochures and applications forms from school districts
- ☐ materials on career alternatives, in the event you wish to use your educational background in a non-classroom setting
- ☐ government employment applications (both federal and state)
- ☐ directories of community service organizations
- ☐ graduate school bulletins
- ☐ encyclopedias of associations (if you are in a discipline that provides few teaching opportunities, write to your professional association for career information)
- ☐ audio-visual tapes on interviewing
- ☐ information on writing résumés
- ☐ overseas teaching literature
- ☐ directories of schools, such as the **DIRECTORY OF PUBLIC SCHOOL SYSTEMS IN THE U.S.**, published annually by the Association for School, College, and University Staffing (ASCUS).

Interviews

The on-campus interviewing program is often one of the best known aspects of a placement office. Regardless of the location of the interview, a well-prepared candidate can approach it more confidently. Part of being well-prepared consists of knowing as much as possible about the school system. If your placement office does not have a brochure in the career library, write for information. Many times the particular subject the candidate is prepared to teach is not even taught and both the student's and the interviewer's time is wasted. Find out how the program is administered on your campus, sign-up procedures, etc.

Check out the "grapevine!"—Jobs exist that never get listed.

When that fateful day arrives—your first interview—and the butterfly in your stomach becomes butterflies, you will have half an hour to convince the recruiter why he/she should select you from all the other candidates to fill a position. But when you enter the interview room, appropriately dressed, you will be at ease because you have researched the school system. Remember, the main purpose of the interview is for an exchange of information—how you would fit into that particular school system and why you should be selected, as well as benefits you would receive from being a part of that system.

At the conclusion of the interview, the recruiter will indicate when you can expect to hear about the possibility of employment. A follow-up thank you letter and future contacts are your responsibility.

Tips for Job Candidates

Perhaps you will find the following tips useful in your job campaign:

- ☐ Be flexible!—For instance, everyone can't teach at the senior high level—who knows, maybe junior high will be just your niche!
- ☐ Be mobile!—Take advantage of the opportunity to see another section of the country.
- ☐ Be patient!—Gone are the days when you knew before summer vacation where you would be teaching in the fall. Placing teachers returning from leave, arranging transfers, late passing of budgets all contribute to later and later hiring practices!
- ☐ Be persevering!—Do not sit home and wait for the phone to ring—all offices suffer from short staffing and you will show both your interest and initiative by periodically recontacting the school systems to which you have made application!
- ☐ Be enthusiastic!—It's contagious!
- ☐ Don't sell yourself short!—Seniors often tend to feel they haven't "done anything." Translate all part-time, volunteer or summer experiences into qualities needed to be a good teacher!
- ☐ Practice interviewing!—Use a mirror, use a friend, but find out all those hidden little characteristics you may have that will not enhance the interview!
- ☐ Check out the "grapevine!"—Jobs exist that never get listed!
- ☐ Use your personal contacts!—Students often shy away from "bothering" faculty, career counselors, family and friends!
- ☐ Develop the best possible oral and written communication skills; be aware of body language—one shrug can tell a thousand words!
- ☐ Smile!
- ☐ Keep in touch with the educational placement officer at your institution!—Employers frequently place "panic" calls to placement offices just as a new school year is about to begin.

Perhaps the most important advice of all is that you should take advantage of all of the services of career planning and placement office—each and every staff member is student service oriented and interested in your future.

Teacher Supply and Demand: A Recent Survey

James N. Akin

More Jobs for Teachers

Job opportunities for teachers have improved appreciably during the past four years. This statement is substantiated by many recent reports on supply and demand, most particularly the *Teacher Supply and Demand Survey* conducted in October, 1979 by the Career Planning and Placement Center at Kansas State University for the Association for School, College, and University Staffing (ASCUS).* Since 1976, this survey has been conducted annually to obtain teacher supply and demand information from selected placement personnel in all regions of the forty-eight contiguous United States, Alaska and Hawaii.

Respondents to the 1979 survey indicated that supply and demand ratios vary by geographical area and teaching field, but, in general, opportunities to teach have increased. This is somewhat due to a reduction in the number of new teachers entering the field. Various data reveal that the number of new teachers completing programs leading to certification is now less than half the new teacher total in 1970. The result is that there are now critical shortages in several teaching fields. Thus, the ability of job candidates to relocate continues to be quite important. For secondary school teachers, having a second teaching field and being able to supervise extracurricular school activities continue to be important.

Students preparing for careers in elementary and secondary education might be most interested in the supply and demand information by teaching field. Placement personnel were asked to rate teaching fields by their current supply and demand, from shortage (5.0) to surplus (1.0). The following table reveals their estimates for 1980:

Chart 1, ASCUS Supply/Demand Regions Map

AK=Alaska, HI=Hawaii, 1=North West, 2=West, 3=Rocky Mountain, 4=Great Plains/Midwest, 5=South Central, 6=South East, 7=Great Lakes, 8=Middle Atlantic, 9=North East.

James N. Akin is Associate Director of the Career Planning and Placement Center at Kansas State University, Manhattan, Kansas. A copy of the complete report is available from ASCUS, Box 4411, Madison, WI 53711.

Table 1. Teacher Supply and Demand by Field and Region

5.0 considerable shortage; 4.0 slight shortage; 3.0 balanced; 2.0 slight surplus; 1.0 considerable surplus.

Field REGIONS	AK	HI	1	2	3	4	5	6	7	8	9	1980
Agriculture	2.0	4.0	4.67			5.0	4.5	4.33	5.0			4.73
Art	1.0	1.0	1.6	1.0	2.33	3.5	2.67	2.2	1.75	2.5	2.33	2.45
Bilingual Education	5.0	4.0	4.67	5.0		4.5	4.5	3.67	3.0	3.0	4.0	4.21
Business Education	5.0	4.0	4.25	4.0	4.0	3.5	3.33	3.2	4.4	4.0	3.0	3.80
Counselor: Elementary	3.0	3.0	3.2	3.0	4.5	3.0	3.33	3.6	4.0		2.33	3.38
Counselor: Secondary	2.0	3.0	3.6	3.25	4.5	4.0	3.0	3.4	4.4	3.0	2.33	3.76
Driver's Education	1.0	3.0	2.8			2.67	4.33	2.83	3.2			2.98
Elementary: Primary	1.0	1.0	2.8	3.0	2.33	3.63	3.0	2.4	2.6	1.5	1.25	2.77
Elementary: Intermediate	1.0	1.0	2.8	3.25	2.67	4.13	3.0	3.0	2.8	1.5	1.33	2.84
English	2.0	2.0	3.8	3.5	3.33	4.25	3.67	3.8	3.4	3.5	2.25	3.51
Health Education	2.0	2.0	2.0	1.5		1.3		2.75	2.0	2.5	2.5	2.17
Home Economics	5.0	1.0	2.75	2.67		2.67	2.67	2.50	3.0		3.5	2.85
Industrial Arts	4.0	4.0	4.5	5.0		5.0	5.0	5.0	5.0		5.0	4.77
Journalism	1.0	1.0	3.0			3.5	3.0	2.0	2.8			2.98
Language, Modern—French	1.0	2.0	2.2	2.25	2.5	3.75	2.5	2.75	3.0	3.0	2.0	2.68
Language, Modern—German	1.0	2.0	2.2	2.25	3.0	3.25	2.5	2.75	3.0	3.0	2.5	2.70
Language, Modern—Spanish	1.0	2.0	3.2	4.0	2.5	3.75	3.0	3.5	3.4	3.0	3.0	3.34
Language, Modern—Other	4.0	2.0				4.0		4.5			2.5	3.3
Library Science	4.0	2.0	3.0	2.5	4.0	4.0		3.67	3.88		1.5	3.58
Mathematics	4.0	3.0	4.4	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.80
Music: Instrumental	5.0	4.0	3.75	4.5	3.67	4.5	3.67	3.8	3.2	2.5	2.75	3.65
Music: Vocal	5.0	2.0	3.75	3.5	3.33	3.25	3.67	3.1	3.2	3.5	2.67	3.32
Nursing		5.0	2.67	5.0				3.5	4.0			3.50
Physical Education	1.0	1.0	1.4	2.0	1.67	1.5	2.33	2.2	2.0	2.0	1.33	1.82
Psychologist	2.0		3.75	4.0		4.5		4.2	4.25	3.5	2.67	3.87
Science—Biology	3.0	4.0	3.2	3.75	3.0	3.75	4.67	3.2	3.6	4.0	2.75	3.50
Science—Chemistry	4.0	5.0	3.4	4.0	4.5	4.67	5.0	3.8	4.6	5.0	3.75	4.18
Science—Earth	3.0	4.0	2.8	3.0	4.33	3.75	4.67	3.4	3.8	4.0	4.50	3.64
Science—Physics	3.0	5.0	3.2	4.0	4.5	5.0	5.0	3.8	5.0	5.0	3.75	4.28
Science—General						4.33		3.5	4.33		3.0	4.10
Social Science	1.0	1.0	2.0	1.33	2.0	2.5	4.0	2.4	2.2	1.5	1.38	1.98
Social Work			2.33		2.0	3.0		3.5	2.25	3.0		2.50
Speech	1.0	1.0	2.4	2.0	2.0	3.0	3.0	2.4	2.0	3.5	2.5	2.50
Special—Deaf								4.5				
Special—Ed (PSA)*	5.0		4.0	5.0	5.0	5.0	4.67	4.25	4.67	3.5	3.33	4.36
Special—Gifted	5.0			4.0	5.0	4.0	4.67	4.0	4.5		5.0	4.33
Special—LD	5.0	4.0	3.75	4.67	4.0	5.0	4.33	4.8	5.0	3.5	4.0	4.48
Special-MR	5.0	4.0	4.0	5.0	5.0	4.25	4.33	4.2	4.2	3.5	4.0	4.23
Special—Multiple Handicapped	5.0	5.0	4.67			4.0	4.0	3.8	3.75		4.0	3.87
Special—Reading	5.0			4.33	5.0	4.33	4.67	4.2	4.6	3.5	3.33	4.23
Special—Other								4.5				
Speech Path/Audiology	5.0	4.0		5.0		4.67	4.0	4.5	4.8	3.5	3.0	4.17
COMPOSITE	3.23	2.82	3.19	3.38	3.61	3.78	3.78	3.48	3.60	1.57	2.84	

*Personal and Social Adjustment

Note:
Regions are coded as follows: AK—Alaska, HI—Hawaii, 1—Northwest, 2—West, 3—Rocky Mountain, 4—Great Plains/Midwest, 5—South Central, 6—South East, 7—Great Lakes, 8—Middle Atlantic, 9—North East. Alaska and Hawaii are not included in the combined annual totals.

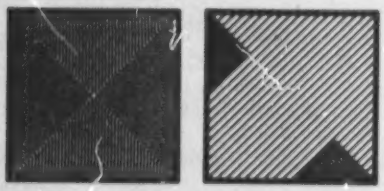
Table 2. Relative Demand by Teaching Area—1980 Report

Based upon the ASCUS report dated October, 1979 Elementary & Secondary Supply/Demand Survey

Teaching fields With considerable teacher shortage. (5.00–4.25) 1980	
Mathematics	4.80
Industrial Arts	4.77
Vocational Agriculture	4.73
Special Education—LD	4.48
Special Education—PSA	4.36
Special Education—Gifted	4.33
Science-Physics	4.28
Teaching Fields with slight teacher shortage. (4.24–3.45)	
Special Education—MR	4.23
Special Education—Reading	4.23
Bilingual Education	4.21
Science-Chemistry	4.18
Speech Correction	4.17
Science—General	4.10
Special Education—Multiple Handicapped	3.87
School Psychologist	3.87
Business	3.80
Counselor—Secondary	3.76
Music—Instrumental	3.65
Science—Earth	3.64
Library Science	3.58
English	3.51
School Nurse	3.50
Science-Biology	3.50
Teaching fields with balanced supply and demand (3.44–2.65)	
Counselor—Elementary	3.38
Language, Modern—Spanish	3.34
Language, Modern-Other	3.33
Music—Vocal	3.32
Driver's Education	2.98
Journalism	2.98
Home Economics	2.85
Elementary—Intermediate	2.84
Elementary—Primary	2.77
Language, Modern—German	2.70
Language, Modern-French	2.68
Teaching fields with slight surplus of teachers (2.64–1.85)	
Social Work	2.50
Speech	2.50
Art	2.45
Health Education	2.17
Social Science	1.98
Teaching field with considerable surplus of teachers (1.84–1.0)	
Physical Education	1.82

5=Greatest Demand, 1=Least Demand

This data should be helpful to both job candidates and placement personnel in their efforts to analyze and understand the current supply and demand for teachers in various teaching fields in different regions of the country.



How to Get a Teaching Job

James L. Galloway

Supply and Demand

As a prospective teacher, you should be well aware of the current job market and projections for the next few years. While the 1970's saw a tremendous increase in the number of teachers and a very competitive job market, the 1980's appear to be quite different. Several recent national studies of teacher supply and demand indicate that there are currently several areas of critical shortage, such as math, science, special education and industrial arts. There may be some oversupply in social studies, physical education, elementary education, and foreign languages. We envision that in the next one to three years there will be critical shortages of teachers in all teaching areas K–12. The main reason for this is the dramatic decline in the number of students entering teacher education programs. Many states have to recruit job candidates from out of state because the colleges of education within their state simply do not provide enough teachers for all school districts.

But even in a good job market, you should realize that you have to evaluate the market, take an inventory of yourself, and plan an aggressive job campaign. A four-year degree does not guarantee employment. Average and marginal students may still experience difficulty finding teaching jobs.

Today's public school administrators are still very selective in hiring teachers. They evaluate candidates stringently. Prospective teachers are judged on student teaching evaluations, grades, second teaching areas, appearance, maturity, motivation, personality, extra-curricular activity, and personal recommendations.

Teachers who limit their teaching areas still can find the job market competitive. Teachers can increase their marketability by increasing the scope of classes they are qualified to teach. For example, teachers who major in men's physical education might have greater employment opportunities if they also have strong minors in areas such as industrial arts, science, or math. Additional course work in second teaching areas taken during the summer semesters or in evening programs throughout the school year give candidates more options in the job market.

Assessing Your Goals

Prior to your job campaign, it is prudent for you to analyze yourself. It is important to assess your strengths and weaknesses, to decide on what you want to do, where you want to go, what your personal limitations are, and what alternatives you might want to consider.

Locating Job Search Resources

The next step is to take advantage of many of the resources and people who can assist you in finding the right job for you. Talk to your placement office staff, faculty, friends, school administrators and teachers. They will be quite willing to give you as much assistance as they can offer.

Preparing Supportive Materials

Before engaging in your campaign, it will also be necessary for you to collect and secure such materials as credentials, letters of recommendation, and academic transcripts. Gathering this inportant and necessary information early helps eliminate future problems. A note of caution: prepare credentials and sup-

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portive data with care. Sloppy, poorly prepared documents can reflect upon you as a person and could possibly mean the difference between employment and unemployment.

Preparing Résumés

Preparation of a résumé is an important task. An effective résumé can sell you if it is prepared in a concise, attractive format. Before writing such a résumé, you must understand yourself, your potential, and aspirations. This important document, prepared with care and organization, will represent *you* to the potential employer. It is advisable to have your résumé professionally printed or offset. An attractive format is an asset. This approach will probably not cost you a considerable amount of money. The funds you spend to seek employment should be considered an investment, not an expense. If you are to expose yourself to a great number of employers, you have to prepared to spend money on typing of résumés, letters, and envelopes and the purchase of stationery and postage. There are excellent books and guides to use in preparing a job-winning résumé. Many times, however, the unusual format, content, and packaging of a résumé is the factor that will catch the eye of the employer, Therefore, put some time and effort in the preparation.

Preparing Letters

Letters of application are equally important in your job search. Prepare a good letter. Write it to sell you as a candidate. It should be an original, typed, single spaced, one page document addressed *to a specific person*, if possible. There are a number of good resource books to which you may refer in formulating your letter of application. You may also consider using the pre-introductory letter prior to an interview and certainly the post interview letter to the individual. Follow-up of this nature is not only courteous, it might be the deciding factor in hiring you over another candidate.

Preparing for Interviews

Preparing for the interview, whether it be on campus or at the school site, is obviously an important step. Most school systems will require at least two interviews. In preparing for interviews, research the school system as much as possible. Ask yourself such questions as: what is the reputation of the system, what is the assessed evaluation within the system, what has been the history of the community backing the system financially and in other ways, what is the organizational structure of the school, what is the pupil-teacher ratio, what are some of the benefits and services provided in the area of support to the teacher, and many other important considerations. Prospective candidates who do their homework prior to the interview will have a distinct advantage.

Follow up on all interviews and letters of application is a must. To sit back and wait for a reply may eliminate you from serious consideration.

The interview itself can be a rewarding, stimulating experience. You should be prepared to answer some of the following types of questions:

- ☐ What is your philosophy of education?
- ☐ Why did you select teaching as a career goal?
- ☐ How would you handle such problems as motivation, discipline, parental concerns?
- ☐ Why do you want to teach in our system?

In addition, the interviewer will be attempting to discover what you as a candidate feel about commitment to education. Attention should be paid to stressing your strengths and motivation. Avoid being critical of others or placing blame for your record on others. Appropriate dress, attitude, and grooming are extremely important parts of your overall image.

Follow-up on all interviews and letters of application is a must. To sit back to wait for a reply may eliminate you from serious consideration. You must be aggressive and follow-up on all contacts. You may feel that you should not bother employers about your initial contact, but it is better to communicate your interest.

School district recruiters are returning increasingly to college placement offices to find qualified job candidates. Some districts now indicate that they employ over thirty percent of their teachers directly from campus placement office interviews. However, you should not rely solely on campus interviews to secure a job. You must use ingenuity, be resourceful, and use every attack possible to find a position. You should have as many interviews as you can.

General Job Search Suggestions

The following is a list of other suggestions which should be considered in preparing to seek your first position:

1. Always indicate to employers when you will be available for employment.
2. Be geographically flexible and mobile. Restricting yourself to particular geographic regions will restrict your job possibilities. Seeking positions in areas of the country such as California, Colorado, or Florida is difficult because of large numbers of other candidates looking for positions in these regions. Many teaching positions in rural areas presently exist.
3. Try not to restrict yourself to grade level selections, school size, teaching responsibility. Every time you become more selective, the odds will fall accordingly.
4. Develop a portfolio of as much information about you as possible to take with you to interviews. Such items as a résumé, biographical sketch, reference letters, transcript, student teaching report, and lesson plans will assist you in selling yourself.
5. Start now to get ready for your campaign. Don't wait until the last minute and then decide that you need a job. It may be too late.
6. Keep a record of interviews and application letters sent. Follow-up at pre-determined time periods on each contact if you do not receive a response.

7. Don't panic if you don't have a teaching job by June. More and more, teaching positions are opening in July and August as teachers resign late to accept other positions. KEEP IN TOUCH WITH YOUR PLACEMENT OFFICE regularly to advise the staff that you are still actively looking for a job.
8. Keep your placement credentials, résumés, and other information up-to-date, especially in case of changes in marital status, address, telephone number, and additional education or experience.
9. Avoid too much emphasis upon salary, fringe benefits, or your desire to pursue a graduate program. Your main emphasis should be in obtaining that best position for you.
10. Honor contracts! If you sign a contract, ethically you are bound to adhere to your decision. Violation of such might jeopardize future job considerations and possibilities.

Sources of Jobs

1. Your best possible source is your placement office. Most school systems today recruit their teachers through campus interviews or through the use of vacancy announcements sent to placement offices. Follow-up on job vacancies as soon as possible.
2. Make up a list of all possible systems in which you may have an interest. In addition, devise a list of school systems that would be possibilities after you have exhausted all your primary interest contacts. This would include out-of-the-way employers, small, rural, and other types of employers.
3. Follow newspaper, professional journals, and other types of advertisements. Contacts of this type are sometimes very productive.
4. Talk to your faculty advisor and department chairman to determine if they have any contacts, friends, or leads that you might investigate.
5. Contact Chambers of Commerce for information about school systems in the area.
6. Use directories listing the contact person in each school system. Make sure that the directory is current. Addressing an inquiry to a person no longer in a position can sometimes damage your chances.
7. Placing ads yourself in newspapers is not effective for teacher candidates. Often you are besieged by employment agencies, salesmen, and peddlers.

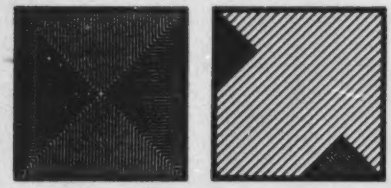
Some districts now indicate that they employ over thirty percent of their teachers directly from campus placement office interviews.

8. Private employment agencies normally have a fee attached to placement. Persons registering with these agencies should be cautioned to read contracts thoroughly and understand all phases of the negotiation before signing!
9. The United States Employment Office is a nation-wide network which assists professionals free of charge.
10. Several state departments of education have recently begun sponsoring placement fairs or placement days to provide school districts with opportunities to interview job candidates.
11. If you cannot find a full-time job, sign up for the substitute teaching list in the school districts in your community. This is one of the best ways to move into full-time positions which may become available in the school year.
12. The more letters, interviews, and contacts you make, the better your chances of obtaining employment. The law of averages will come into play. So, don't limit yourself. Be prepared to invest time and effort in finding the job you want.

When you are fortunate enough to locate a position and you are in need of a sounding board and listener, your placement officer can be of assistance to you in this decision-making process.

After you have been offered a contract, read it and decide whether you want the job. If you sign the contract, you should advise all other employers of your decision. In addition, notify your Placement Office so that they can take your name off the active list.

These suggestions are possibilities. If they work—great. The job-hunting game is an exciting one if you make it such. It takes time, money, perseverance, action, thought, preparation, and hard work. If you are turned down time after time, don't give up. If you adhere to some of the suggestions made in this article, your chances will be enhanced. The investment you make in seeking a job is small when you consider that you have already invested probably over $12,000 and four years of your time to obtain a degree.



The Academic Job Search for Graduate Students in Education

Jan E. Kilby
B. J. Bryant

Getting into the "Ivory Tower"

Today's graduate students preparing for careers as teachers, administrators, and researchers in higher education institutions are experiencing a very competitive job market. With declining enrollments in higher education and an oversupply of qualified job candidates, getting into the "Ivory Tower" is not as easy today as it once was. For this reason, graduate students must have a good understanding of the academic job search to be able to compete effectively.

Although the job search for both academic and non-academic positions is fundamentally the same—positions become available, candidates apply, and candidates are selected—the academic job search has some unique differences. Some of the most obvious differences are that positions are frequently announced in nationally circulated publications for academics, that candidates prepare an abundance of specific kinds of supporting documents, and that candidates are screened, interviewed, and selected by search committees. There are many other less obvious but very important differences which graduate students should understand as they prepare for their job search for positions in higher education.

The job search for academic positions is a systematic process comprised of several steps. This process is used by applicants for positions in almost all academic disciplines and a variety of positions in administration. This process has become a standard process in applying for positions in nearly all public and private institutions of higher education: community and junior colleges, four year colleges, and universities.

Job candidates can plan a well-organized job search by following these steps:

1. An assessment of themselves and the job market
2. Preparation of supporting documents
3. Identification of job vacancies
4. Application for positions
5. Preparation for interviews and decisions regarding positions offered.

Assessment of Yourself and the Job Market

Assessment of Yourself

You need to consider the kinds of positions for which you qualify on the basis of your academic preparation, your professional work experiences, and your professional goals for the future. In assessing yourself, you need to address these concerns:

1. What you want to accomplish in your work,
2. What types of organizational settings will provide you with opportunities to achieve your goals,
3. Where you would like to work (state, region, country).

You must determine, first of all, what you want to accomplish in your work. Do you want to focus on teaching, on research, on public service, or a combination of all three? What will be your level of professional activity and influence: campus-wide; state-wide; regional; national? Do you plan on a career as a faculty member? Would you like opportunities to enter administration?

You can then consider the types of organizational settings that are most likely to provide you with opportunities to achieve your goals. You should realize that there are very important differences in postsecond-

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ary institutions, whether they are community/junior colleges, four year colleges, or universities. There are differences in the size and nature of student population, faculty, and administrators; differences in the historical and current mission and philosophy of institutions (liberal arts, land grant, teacher education and others); differences in the emphasis placed on teaching, research, and public service; and differences in funding sources. There are also differences in academic prestige and reputation and accreditation status. To determine whether or not you can accomplish what you want to accomplish, you need to understand these important differences in institutions.

If you are unfamiliar with institutions announcing job vacancies, you can easily obtain information about them by sending for their college catalog and/or course schedule, by looking in your campus library or admissions office for their catalog, or by consulting faculty and friends who may know the institution. You need to inquire about what you can expect if you are hired.

After you have determined what kind of work you want to do and in what type of organizational setting, you must decide about what part of the country you would like to live in and work. You must decide whether you want to live in a rural, urban, or suburban setting and in which region of the country. Remember that your worklife by be greatly affected by the lifestyle of the area in which you live. Try to assess the social, political, educational, and economic realities of each possible location. If you are married and have children, consider the needs of your spouse and children.

Assessment of the Job Market

After your self-assessment, you should begin an assessment of the job market. As a graduate student, you are surely familiar with at least some information about employment trends in the field in which you are studying. If you are not informed, detailed and up-to-date information regarding job opportunities, requirements, and trends should be available to you from a variety of sources.

First, the faculty and administrators in your department can probably provide you with information about employment trends, in general, as well as trends affecting the employment of recent graduates of your department. Second, professional associations for educators frequently conduct surveys and publish information about the job market. Consult the professional newsletters, journals, and reports in your field. Third, your placement office staff can give you a good idea of the supply and demand trends in your field. Placement staff continually maintain their awareness of supply and demand through reading survey reports, articles, and other documents published by the Association for School, College, and University Staffing (ASCUS), the professional association for educational placement personnel in colleges and universities and public school districts; by the College Placement Council; and by various groups which conduct regional or national surveys and maintain data on employment in education, such as the National Education Association, the National Center for Education Statistics, various professional associations for educators, and various state education agency offices of higher education.

Prior to the job interview, the only communication which occurs between the job candidate and the search committee is through the supporting documents.

Preparing Supporting Documents

In the academic job search, some standard supporting documents are used by the search committee at various stages in considering and selecting candidates: the official academic transcript; the educational placement office credential file generally containing basic information about the candidate's coursework, professional work experience and career objectives and letters of recommendation; and the résumé or vita. Prior to the actual job interview, the only communication which occurs between the job candidate and the search committee is through the supporting documents. For this reason alone, it is *imperative* that all documents be up-to-date, available, accurate, and clearly photoduplicated. The materials should contain the information the committee needs to make decisions. Almost all of these materials are considered **prior** to the job interview, so students must realize that they are the instruments used to obtain an invitation to the interview.

The Academic Transcript

Your official academic transcript should be complete and accurate and should record all of your coursework. If it is requested, you will be asked to send an "official" copy, or one that is sent directly from your registrar's office to the employer, usually with a notarized seal. However, since it can often take from one to two weeks for the transcript to arrive after it's been requested, a list of your courses, arranged by area of study, can be placed on the last page of your vita. This can also be included in your placement file.

If your list of courses is included as part of your vita and sent to the employer with your original cover letter, you are giving the search committee an opportunity to see exactly which courses you have taken, as well as instructors who may have regional or national recognition. This is recommended since many committees will request the academic transcripts of only the final candidates and frequently don't know of the coursework emphases of applicants who don't make the final round of selection.

Credential File

The credential file is a permanent folder containing your letters of recommendation and various forms which you complete regarding your academic preparation, professional work experience, and career objectives. The file is stored permanently in the campus placement office and is available for use for your initial job search upon graduation and all subsequent searches. The original copies are stored and photocopies copies are mailed to employers who request your credential file.

More and more, the credential file is used by academic search committees since it is a convenient packet of information. Search committees usually want to see up-to-date letters of recommendation from your current or former thesis director or dissertation supervisor; your supervisor of research, practicums or internships; former professors of courses you have taken; and supervisors of full-time professional employment related to the positions you are seeking. All letters of recommendation should be well written, reflect the writer's knowledge of your academic preparation and career objectives, and be positive statements of support for the positions you seek. With an "open file" (or non-confidential file) you can read the letters and have the opportunity not to use any letters that may not be well written or that may be non-supportive. With a "closed file" (or confidential file) under the **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**, you are unable to read your recommendations.

As you leave each place of employment in your professional career, you should ask your immediate supervisors or individuals above them for letters of recommendation for your placement file. In this way, your file will contain continual evidence of your supervisors' support of your work. And, once you leave employment, it becomes more difficult to locate past supervisors.

In most job searches, there are two kinds of letters of recommendation: the all-purpose recommendation and the specialized letter. For most graduate students applying for their first positions, the all-purpose letter is that letter which you ask individuals to write for a variety of positions within your field. This letter contains a general description of your competencies, work habits, and potential for the future. This letter can then be used for applying for any position. However, in addition, some graduate students and many more experienced professionals find it important to ask people to write more specialized, tailored letters that will support their application for a specific position. Very often, this is asking your writers to write a second letter, but their extra efforts are often more effective with the search committee. In addition, this kind of letter can often be requested after job candidates discover that they are among the finalists for a position.

Résumés and Vitas

Résumés and vitas are summaries describing who you are and what you can offer the employer. A résumé is usually one or two pages in length. A vita, often called the curriculum vita or C.V., is a longer document of two to six pages. In academic job searches, employers frequently request a résumé but, in actuality, want a vita. (For this reason, the term "vita" will be used throughout this article.)

In academic job searches, employers most frequently request that a vita be sent along with the initial letter of application. The vita is then used to screen out persons who do not appear to have the qualifications for the position. Because of this, it is imperative that a vita be accurate, attractive, informative and impressive.

What will be your level of professional activity and influence: campus-wide; state-wide; regional; national?

When positions are not announced and graduate students want to write letters of inquiry instead of letters of application, they can also send their vitas with the letters of inquiry. In either case, vitas are reviewed by the search committee in deciding whether to request an interview and serve as the application forms generally used in the non-academic job search.

Although vitas can vary in format and content, depending both on the type of position sought and the level of experience and education of the job seeker, both contain some standard types of information. This information gives the potential employer an overview of your academic preparation, your professional work experience, your activities and interests related to your career goals, and, frequently, a list of references.

The basic vita generally contains the following information.

- ☐ **Identifying Information:** name, phone numbers and addresses (campus/temporary and permanent/home)
- ☐ **Career Objectives:** (optional)
- ☐ **Summary of Educational Background:** listing of earned academic degrees beginning with the degree in progress or the most recent, continuing education courses, etc. and institutions, dates of completion of degrees or certificates, GPA, major/minor, areas of concentration, titles (underlined) of master's theses and doctoral dissertations
- ☐ **Summary of Relevant Work Experience:** listing of positions (part-time, full time, temporary and permanent) which relate to the type of work sought. Descriptions should include position, department/firm/agency, complete address and phone, dates of employment, type of employment, and name of supervisor and be either in chronological order or the reverse. Areas of responsibility should be described with active verbs.
- ☐ **Listing of Publications Authored or Edited and Creative Work:** bibliographic citations of articles, pamphlets, monographs, chapters in books, books, research reports, etc. that have been published, description of recitals, art exhibits, etc.
- ☐ **Papers Presented at Conferences:** description of paper title, name of conference, dates and location, and perhaps two categories: presentation by competition; and presentation by invitation and consulting. List these chronologically. Also list workshops conducted in this category.
- ☐ **Professional Association Memberships:** names of local, state, regional and national professional associations in which you have current membership (in alphabetical order)
- ☐ **ProfessionalService:** leadership positions you've held in associations at any level: memberships on major committees, task forces, boards; elected offices you've held; etc.
- ☐ **Special Awards or Honors:** membership in professional honorary societies; receipt of competitive assistantships, scholarships, fellowships, etc.; teaching or research awards
- ☐ **Recent and Current Research** (if applicable): description of research projects recently conducted or in

progress: type of research, purpose, etc.

☐ **References and Placement File Information:** At the end of the résumé or vita, you should tell employers where your permanent placement file is maintained. You can use this statement, "Placement file is available upon request from the Educational Placement Office, University of Illinois, 17 Education Building, Urbana, IL 61801."

In addition to such a statement, you could add this statement, "The following persons have written letters of recommendation on my behalf: . . ." You would then procede to list the names, titles, departments, and institutional addresses and phone numbers of those individuals. This can be important since the search committee members may just know the persons under whom you have worked and may be impressed by your list. And, they can then call these individuals to ask about you without waiting for your credential file to arrive to see who has written recommendations for you. More and more, the telephone is used, even if letters of recommendation have been written for a placement file.

There are several technical aspects of vita development and preparation. First, the length is determined by the content. The more work applicants have done, the longer their vitas are likely to be. In academia, it is acceptable for persons with master's degrees to have three or four page vitas and persons with doctorates to have even longer vitas. However, good vitas are still summaries and contain no complete sentences and little punctuation. Photos can not be required and probably should not be used. All vitas should be professionally typed and be photocopied on white or light-colored paper of at least 20 lb weight and 25% rag content.

The effective use of typographical array should make the vita attractive and easy to read. It must be scannable so that readers may skim it for essential information and then return to certain sections for more in-depth reading.

Vitas can be professionally typeset, photoduplicated, or typed by word processing typewriters that produce multiple copies of originals at a very fast speed. Each of these processes produces a different type and quality of vita. Check with your local copy and printing shops to examine the cost and variety of duplication and printing processes.

Everything on a vita should be up-to-date and completely true. Because a vita quickly becomes obsolete as you complete various research projects, join professional associations, and progress in your academic studies, it is imperative that you carefully review your vita every month to improve and update it.

Assistance in developing and revising vitas can be provided by the faculty members in your department,

. . . employers frequently request a résumé but, in actuality, want a vita.

your thesis or dissertation supervisor, or your placement office staff members. Many placement offices frequently conduct seminars on vita preparation, provide handouts of sample vitas, and have books on career planning and placement which contain chapters on writing vitas.

Identification of Job Vacancies

Locating job vacancies is easy if you become familiar with the standard sources used by both employers and job candidates. Because of Affirmative Action/ Equal Employment Opportunity guidelines governing most academic job searches, most positions for college and university teaching, administration, or research will be disseminated widely outside of the geographical region in which the institution is located. Notices are frequently sent to educational placement offices in various states, to deans and department chairpersons in institutions producing possible job candidates for positions, to colleagues of your department's faculty members, and to nationally circulated publications which accept advertisements, either free or for a fee.

Announcements of job vacancies can be found in the job vacancy bulletin published by your placement office or by those large state university placement offices in the states in which you might like to work. Students can sometimes subscribe to these bulletins or pick them up each week in the placement office. Placement office bulletins or bulletin boards generally contain hundreds of announcements of positions that were sent directly by the institutions with the vacancies.

Some of the most frequently used nationally circulated publications in higher education for job announcements include the following: **THE CHRONICLE OF HIGHER EDUCATION**, the **ACADEMIC JOURNAL**, **CHANGE MAGAZINE: THE MAGAZINE OF LEARNING**, and the **AFFIRMATIVE ACTION REGISTER**.

One of the most important sources for announcements of job vacancies is your professional association. Many national associations for educators now have advertisements in their journals, newsletters, or other publications, and many associations provide job placement services (for a nominal fee) at their annual conventions. In many cases, such as with the conventions of the American Association of Colleges for Teacher Education (AACTE) and the American Educational Research Association (AERA), individuals can use the placement services (by paying the usual nominal fee) even if they cannot attend the convention. (Their credentials and vitas are displayed for attending employers.) In addition, after the convention, job seekers can sometimes obtain the listing of all announcements posted at the convention by paying a fee (as with AACTE's service conducted by the Association for School, College and University Staffing.) Placement offices will sometimes buy this list for graduate students after the convention.

Aside from these very obvious sources of formally advertised positions, there is the "underground job market". You should consult your faculty regarding positions that they hear may be coming available. You should attend professional association conventions to make employer contacts. You should read your professional journals and newsletters to see who is retiring, who is being funded for

projects, who has been promoted to other positions, and other information that can effect your job search.

In addition, you can write letters of inquiry regarding positions you would like to have but that are not advertised. It's always good to be your own best publicist and to hope that employers will create positions for you.

Using both the "paper network" and the "people network," you should be successful in learning about positions which are currently available or which will soon be available.

Application for Positions

After having assessed yourself and the job market, prepared your supporting documents and identified one or more positions for which you would like to apply, you are ready to begin your research concerning these positions and then to write your letters of application.

You have to conduct some research in order to write an effective letter of application. Your research will consist of finding out everything you can about the position, the department, and the institution and discovering what particular problems, issues or concerns are facing the department. Once you know this information, you will also know just what to emphasize in your letter.

The job advertisement or announcement itself may provide a great deal of information to prospective job applicants: a description of the position, the department and the institution; the criteria for selection and retention; sometimes the salary range or minimum; closing dates for application, dates of selection of candidates and the starting date; the methods of application and documents to be submitted; and the name of the official contact person, usually the search committee chair.

However, this information is not enough for you to make a decision about applying and certainly not enough to use in writing your application letter if you do decide to apply. In order for your letter to reflect your complete knowledge of the job, the department, and the institution, you have to do much more extensive research—through both your people network and your paper network—to make knowledgeable decisions.

You should ask for a complete description of the position from the search committee. After that, you should request copies of the institution's catalogs and course descriptions from the admissions office. You should then consult your friends, faculty and supervisors about the institution and the department. If they do not know anything, ask them to refer you to persons they might know at the institution. Your best source of information is someone currently working in the department of the institution you are considering. You should find out why the position has come available: denial of tenure; retirement; creation of a new position; grant funding; or other reasons. If you are seriously considering a position, you should know everything you can about it in order to prepare your letter of recommendation and to prepare, perhaps, for an interview. Once you have done your research and have decided to apply, you are ready to write your letter of application.

Aside from these very obvious sources of formally advertised positions, there is the "underground job market."

Remember that the vita has information as its dominant rhetorical aim. The letter of application, on the other hand, permits you more freedom since in it you can use the informative, expressive (opinion), literary (entertaining, through language), and persuasive aims. The letter, much more than the vita, allows you to demonstrate your ability to communicate and to reveal your personality.

Letters of application typically contain some standard information. Here are some suggestions for your letters:

1. Identify the position for which you are applying and the source of advertisement or announcement.
2. Describe who you are, what you are currently doing, where you are in school and in what type of program you are studying, and what your interest is in the position
3. State that you feel you have the qualifications for the job and mention briefly how your academic preparation, professional work experience, and professional activities (publications, papers, research, etc.) have prepared you for the job.
4. Discuss briefly the major contributions you feel you could make as a member of their staff or faculty, based on both your qualifications and your knowledge of the department or the institution.
5. Mention your availability for interviews, informing the committee of dates you might be available or unavailable.
6. Mention forseeable changes in phone number(s), addresses, or current employment that may occur while you are being considered for the position.
7. Mention your willingness to provide additional documents (transcripts, placement file, etc.) if they have not already been requested in the initial announcement.

All of this information, with a sentence or two for each component, should fit into a one page letter (two pages at most). Any of these points may be elaborated elsewhere in your application materials (vita, placement file, etc.). But the letter of application should be a succinct, one or two page statement about why you would make a good candidate for the position. It should encourage the committee to request an interview with you, and it should impress them with your knowledge of the position, the department, and the institution.

Your letters should be typed professionally and be completely error free. You should photocopy the letter and vita you send for your own correspondence log. Your letter and vita should be mailed in an 8½" x 11" mailing envelope by first class mail. Since you may or may not receive an acknowledgement of receipt of your materials from the search committee, you may want to include a return postcard or use certified mail.

Because you will probably be applying for several positions during a period of six to twelve months prior to graduation, you will find it convenient to have some record-keeping procedure such as a three-ringed binder with tabbed dividers for each position. You might place a sheet or two of notebook paper at the front of each section to record dates and type of action (calls from the search committee and dates you mailed or received materials,) In this way, you can keep track of the progress of each application.

After search committees receive your initial materials, they may send you a letter acknowledging receipt, but they will definitely send you an Affirmative Action/Equal Employment Opportunity (AA/EEO) form to complete and return to the institution's Affirmative Action office. Do this promptly. This form is used for record-keeping and not for screening purposes.

After this point, you should be prepared to receive correspondence from the search committee chair requesting additional materials, informing you of your status (whether or not you made the final round of candidates), and asking questions about your qualifications. Many times, a telephone call will be made to you while the search committee is meeting, so be prepared for a call during your working hours. Because persons who have written recommendations for you may also be contacted by phone, provide them with information about positions for which you have applied (name of search comm. chair, location, etc.)

Now, what can you do after you've applied? Here are some suggestions regarding protocol with search committees.

1. Do notify the committee chair if you no longer want to be considered for the position. Do this by phone or letter.
2. If you have been asked to come for an interview, you may ask the committee chair questions about members of the committee and what academic areas they represent. You can also inquire politely what the major concerns of the committee are regarding the position.
3. Do respond to all committee communications by sending requested documents promptly. Check with your admissions office or placement office to make sure materials have been sent to employer.
4. Don't bother the search committee without good reason (items #1 and 2 above).
5. Don't inquire how many people applied or who they are. This is none of your business, even though you'd like to know. Use your informal network for this (friends of friends who work at the institution).

The Job Interview

Once a search committee has narrowed the field to two or three candidates, it customarily has a budget for travel, meal and lodging expenses for these candidates to visit the campus for interviews. Sometimes a budget is not provided and candidates must pay their own way. And, sometimes, though rarely, institutions will pay only if they offer you the job and you accept it.

The travel information is usually provided by the person extending the invitation for the interview, generally the search committee chairperson. However, if it is not, you need to ask about travel arrangements and reimbursements in order to evaluate your interest in the job and the expenses involved in the interview.

In any case, the interview is conducted both for the committee members to meet you personally to see what you'd be like to work with, and for you to examine the department and its staff, students, and facilities. To make a job interview successful, you must prepare for it well by anticipating what will happen, by learning what is going to be expected of you, and by doing more research.

Before you accept an invitation to go for an interview, especially when it is at the institution's expense, you should be sure that you are seriously interested in the job. Do not waste your time or theirs if you would not really consider the job, regardless of what you might learn during your interview. If you feel that the stated salary range in the announcement is below your minimum, you might want to explore this with the search committee chairperson before you agree to go to an interview. If no salary is listed, you definitely want to discuss at least a salary range before you agree to visit the campus. There is no sense going to an interview if they cannot meet your salary requirements.

You do not however *ever* want to discuss the specific salary you want. Always defer that discussion by saying, "I need to learn more about the position before I discuss salary."

Preparation

In preparing for an interview, you should complete the following:

1. Discuss with the search committee chair the major concerns of the committee regarding the position and your application, in particular. Find out what type of person they want and why.
2. The chair will call you or write regarding travel arrangements (dates, use of vouchers, airport pickup, etc.). He/she will also discuss your schedule for the time you will visit the campus. It is customary for the committee to have one or two meetings with you; for you to meet the dean, vice-president or department chair; for you to be asked to meet with students informally or to teach a brief class; to attend one or more social functions (cocktail party, dinner party, etc.); or for you to be asked to present a colloquium on your research for the faculty.
3. You should know if they want you to bring any materials with you. It is a good idea to bring multiple copies of your vita and dissertation abstract.
4. Continue to research the position, the department and the institution as long as you can before you go. Find out the past, present and future orientations of the department, the concerns of the present administration, and other information that can acquaint you with the climate of the department.
5. You can ask the committee chair for additional information regarding the position, regarding the composition of the committee, etc. This shows the chair and, ultimately, the committee that you are

seriously interested in learning more about the job. Provide an updated vita if you have one.

6. On the basis of your research and communications with the chair, analyze your position—both strengths and weaknesses. Honestly confront your weak areas and be prepared to discuss them if members ask questions regarding them.
7. Anticipate likely questions and practice interviewing skills. Consult your placement office for videotapes or films on interviewing and books and handouts with interviewing tips.
8. You know that the impression you want to make during your visit is one of a person with a professional attitude and demeanor. Be prepared to be in control at all times.
9. Plan to arrive the day before the schedule begins to have time to rest, prepare your clothes, and deal with last minute travel delays. It also gives you a chance to spend some time alone or to take time to look at the town.
10. Plan your wardrobe on the basis of both the events in your schedule and the weather. Bring your most professional clothes. For men, bring only suited outfits, three piece suits preferably. For women, bring suits or very professional looking dresses.

The Interview

The following recommendations should help you in the interview:

1. Although it is normal to be somewhat nervous, try to relax and enjoy the experience. You know you are "in the spotlight" so accept it and do your best.
2. Since the committee has already seen all of your materials, probably what they want to know now is more about your personality, your professional opinion regarding issues in your field, and your concerns about education to determine your "organizational fit" into their department or staff. However, it is important to remember that during your interview you are also seeking answers to questions you have. You should have prepared a list of questions you want to ask about the position, the future directions of the department, and the priorities of the department and institution. This is a good chance to ask serious questions.
3. Although you probably won't be asked about salary, avoid discussion of it in all cases. You should know the salary range from your pre-interview contacts. However, you may want to inquire about the tenure and promotion criteria and record of the department (and they will give you this); the fringe benefits, in general; options for sabbatical; support for research; committee assignments; student advising load; student placement record, etc.
4. During the interview, try to remain neutral but friendly. Don't express either tremendous dissatisfaction or tremendous elation.
5. At the end of your interview schedule, the chair will most likely ask you whether or not you are still interested in the position, either in an exit interview or in an informal chat in the airport. Let the chair know that you'd like to think about it, regardless of your decision.

After the interview, return your expense voucher (if there is one) with copies of your receipts along with a letter of thanks. This can't be stressed enough. The follow-up thank-you letter gives you an opportunity to thank the chair and the members of the search committee for their efforts on your behalf. You may want to mention especially some part of the interview schedule that you enjoyed—the opportunity to meet students or the dean. In the letter, let the search committee chair know whether or not you are still interested in being considered for the position. Do not make judgmental or critical statements regarding your assessment of the department. Just thank the people for having you on their campus and let them know if you are still interested in the position.

If, after the search committee makes its final decision, you are not offered a position, consider in a positive way what you have learned about yourself in the job search process and interview. You can always use each experience to be better prepared for the next interview.

If, however, you are offered the position, you must be prepared for job negotiations:

1. If offered the job, you will be notified by phone, most likely.
2. If offered the position, you will probably be given a time frame in which you can make your decision. Salary will probably be discussed along with the offer. Here are some tips:
   - ☐ Don't discuss salary until a firm offer is made so you will be bargaining as the newest member of the team, not just an applicant.
   - ☐ Most jobs have a salary range, based on education and years of experience. By this time, you should have learned through your personal and professional contacts what the salary should be for a person with your experience and education.
   - ☐ If you are asked to name the minimum salary range that you can accept, always give a range slightly higher than what you would accept.
   - ☐ If asked what you are currently making, give this information. Never overexaggerate past salaries; this may prevent employers from hiring you if they check.
   - ☐ Most academic positions have limited salary ranges for beginning employees. With more experience, you can expect to bargain with more clout.
3. Once negotiations are completed, you will receive a written contract and will be expected to sign it and return it within a given time period.

Alternatives to Tenure Track Positions

Many positions today are non-tenure track so the job candidate must consider a variety of job alternatives such as one year visiting professorships, postdoctoral fellowships, positions funded through federal or private grants for a limited number of years, internships with state, federal or private agencies or organizations.

Although most of these positions don't provide the security of tenure track positions, they can very often be free of the pressure to "publish or perish" and can provide excellent work experience in a variety of or-

ganizational settings. And, frequently, these positions can lead to more permanent ones within the institution or agency.

A Word About Career Alternatives

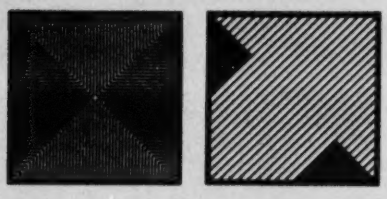
With very competitive markets for teaching and administrative positions within higher education institutions, some graduate students are considering career alternatives that are just as satisfying and often more financially attractive than traditional academic positions.

1. Non-teaching Options in Academic Settings:
   research and administrative positions within higher education institutions or education-related agencies or professional associations.
2. Non-traditional Teaching Environments:
   overseas institutions; government-sponsored education institutions or programs; prison education; adult/community education.
3. Non-teaching Options in Non-Academic Settings:
   positions in training and development; consulting; writing, editing or publishing in business, labor, or industry.

The job search for these types of positions is quite different from the job search for the traditional academic positions. Jobs may be advertised through local or national newspapers or trade journals, but frequently they are not advertised at all. Candidates make applications directly to the headquarters office of a firm with which they want to be affiliated and then appear at their own expense for an interview with a director of personnel or a director of the hiring department. Supporting documents, such as academic transcripts, placement files, and letters of recommendation, are rarely requested. A letter of application and a résumé are more more frequently used. Hiring is conducted by a senior official within a unit or department or by the director of personnel who has been given the authority to do so.

In this article, we have attempted to outline the steps in the academic job search. Although we have described the typical progression of events, individual circumstances within institutions can alter the sequence or timing of events.

If you need advice concerning your job search, your faculty advisors, your colleagues, and your placement office staff can assist you in all these steps. These people are generally quite familiar with the job search process and can offer you many good suggestions.



Writing Effective Letters to Obtain Employment

Richard L. Osborne

The First Contact

Business correspondence in the employment process assumes an importance that should not be minimized by job applicants. It is the letter which, in many cases, establishes the first contact, and the impression it leaves may be crucial for future developments. Correspondence may be classified into one of four categories: letters of inquiry; letters of application; letters of acceptance; and letters of refusal. Job applicants should understand the purpose of each of these types of letters and know how to write and prepare these letters for employers.

Letters of Inquiry

The letter of inquiry should be considered exactly for what it is—a document to make a general inquiry about possible job vacancies. Such a letter may or may not be answered. Most of the time, letters of inquiry impose a burden on school administrators and their staff and add to the expense of the district's operation. In general, letters of inquiry should be written if candidates are searching for positions in districts distant from their present locations or if they simply want to receive general information about job openings.

Letters of Application

In a letter of application, a job candidate actually applies for a specific position which may or may not be announced or advertised. Letters of application should contain the following information.

Establish a point of contact. The opening sentence shows the purpose of the application and informs the employer how the applicant learned of the position. It may reveal the name of a person with whom the prospective employer is acquainted, an individual who has suggested that the applicant write. The opening sentence should be followed by a statement that the writer is applying for the position. The fact that the candidate is applying should not be left to suggestion or implication.

State the applicant's understanding of the requirements of the position. If a person is making his first application, the understanding of the needs of the employer will come from general knowledge and what has been learned from student teaching experiences. If the applicant is a mature person of considerable experience, this section of the letter offers a chance to show his understanding of the nature of the work and his competencies.

Show how the applicant's education and experience fit the requirements of the position. The writer should base statements of education and experience upon selected facts, sifting these facts several times until he has found the ones which bear on the employer's needs. One should try to see how what he can do fits into what the prospective employer wants done. It should be indicated that credentials are on file with the applicant's Placement Office and are available upon request.

Give personal qualifications with flashes of human interest. At this point in the letter of application, the writer has the opportunity to present items which reveal his human side. Here is the opportunity to present information about one's self which may help the prospective employer to tip the scales in your favor. Such vague statements as "I love children" should be avoided.

Provide references. References are something like guarantees. They

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increase the employer's confidence in the ability of the applicant. At least three references should be listed with correct and complete addresses, making clear that the references have provided permission for the names to be used. Avoid including references who might be considered biased, such as clergy or relatives.

Request an Interview. The closing sentence should make a direct request for an interview, making that action as easy as possible for the employer. It includes information as to how and when the applicant can be reached by phone or letter or it may state that the applicant will call to arrange an interview. It is an advantage to use the letter of application even if an administrator will be on campus for a day of interviewing.

Letters of Acceptance or Rejection

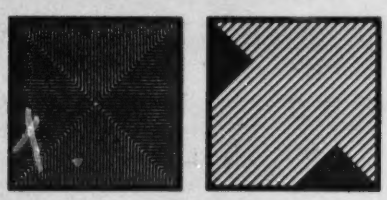
When a position has been tendered, applicants should put in writing an acceptance or the contract and information when they will report to the school system. When positions have been offered and applicants are rejecting the offer, they should state this fact and give the reasons why they are declining. Do not hold the administrator in suspense. State the acceptance or the rejection of the position as soon as possible.

It is the letter which, in many cases, establishes the first contact, and the impression it leaves may be crucial for future developments.

Guidelines for Preparing Letters

1. They must be typewritten on a good quality bond paper.
2. They should be immaculately clean (no smudges, fingerprints or coffee rings).
3. They should be attractively arranged, exhibiting a comfortable and familiar letter style.
4. They should appear to be original letters, not merely adaptations of letters found in a book.
5. They must be grammatically perfect and properly punctuated, with spelling carefully checked.

All job-seekers should be aware that letters can and do play an important role in the preliminary part of the selection process, and they should put forth every effort to make sure that their correspondence will weigh the game in their favor.



The Importance of a Professional Vita or Résumé

Carl McDaniels

Passing the "First Impression" Test

There was a time when vitas or résumés were a kind of formality—no one paid much attention to them. Many jobs were filled on word-of-mouth information in person or over the phone. Your job performance was well known enough that it didn't need to be put down on paper.

Times have changed! Now a listing of an opening in a trade journal or a national periodical may draw a hundred or more letters of application. The competition for jobs is fierce and getting tougher with each new graduating class and has signaled the new and increased significance of Equal Opportunity and Affirmative Action legislation.

With this very competitive job market, there is increased use of professional vitas and résumés. If the initial cover letter and enclosed professional summary are not well done, an applicant is seldom considered further. A committee is usually appointed to review materials from interested applicants. You must make a favorable first impression on this committee which is doing the preliminary screening, or you will never reach the interview stage. There is frequently a great deal of importance associated with the interview stage. Dozens of books and briefs have been written about it. People spend a great deal of time getting ready for the interview with expensive clothes, carefully rehearsed responses to anticipated questions and well-tailored appearances.

If, however, more people spent more time and effort on their vita or résumé, they might have far more interviews. These materials unlock the door to the interview. One seldom enters without passing this severe first test. In short, the vita and résumé need to be viewed in a much more central position in the job seeking and holding process than they have been in the past.

Some Definitions

Read through any professional listing of professional opportunities and you are likely to find on the bottom line some or all of the following:

Send Curriculum Vitae
Send Vita
Send Résumé
Send Credentials
Send Papers

Occasionally a modifying word like master, complete, brief, recent, full or ample also is attached to these terms, thus creating more uncertainty. In my book, **DEVELOPING A PROFESSIONAL VITA OR RÉSUMÉ** I define the terms in this way:

A **RÉSUMÉ** is an individually designed summary (usually one page) of personal, educational and experience qualifications intended to demonstrate fitness for a particular position or type of position. A résumé focuses attention on an individual's strongest qualifications and develops them to fit the specific or general purpose for which the material is provided.

A **VITA** is a comprehensive biographical statement (generally three to ten pages) emphasizing professional qualifications and activities. Often, these are requested specifically.

A **PROFESSIONAL SUMMARY** includes both the vita and the résumé.

It can only be hoped that some standardization of terms around a set of definitions like these will cut down on the confusion. Unless it is re-

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quested by name, it is usually unwise to send a vita in a first contact. If a résumé is requested, send a one page, tightly drawn statement with the notation that a vita (and/or references) will be sent later on request. This makes it clear that you know the difference even if the employer does not. It is far better to start out with the brief résumé than it is to stifle reader interest by prematurely sending an overly long vita. These professional summaries are supposed to be helping, not hurting, you. Don't weaken your employment possibilities by sending the wrong document.

Compiling Your Vita

There are many points which need to be considered in putting your vita together. Over the years though, my experience has been that most of the problems fall in two categories: (1) content, and (2) style and format. You must deal with each separately before you can put together the finished product. The best place to start is by using some sort of work sheets to organize all the information about your current and past professional activities. The work sheets need some good strong sections and headings in order to help you remember in what areas your major work fits. Once you have compiled all this good background information you are ready to put together a first draft of your vita. As you do, keep in mind what I think of as the rule of the three C's: Clarity, Consistency, Conciseness.

Clarity

Most people who read your vita won't know you; therefore, you *must* communicate a clear impression about yourself—your background and your qualifications. So keep in mind that you are writing a document mainly for strangers whom you need to inform.

The only way you can really get across your assets is to describe your important previous activities in the clearest, most direct way possible. Probably the worst thing which can happen to your vita is for any reader to feel that it is confusing. Problems with clarity arise mainly in four areas. Make sure you get these right:

1. **Lack of Clarity on Educational Background**
   - ☐ Cover all points clearly
   - ☐ Keep the form the same
2. **Lack of Clarity on Employment History**
   - ☐ Don't mix full-time and part-time work
   - ☐ Leave no unexplained gaps
3. **Lack of Clarity on Professional Activities**
   - ☐ Make it current
   - ☐ Make it relevant
4. **Lack of Clarity on Publications or Creative Work**
   - ☐ Keep joint authorship straight
   - ☐ Keep in proper sequence

Consistency

This is a point which probably shows if you are a good organizer. If you are inconsistent, the reader may think you are careless or confused. Do not leave this impression—you don't have to. Be consistent in the following ways.

Probably the worst thing which can happen to your vita is for any reader to feel that it is confusing.

First, don't mix styles in any category. If you are annotating entries under your employment history, then do it for every entry—not just a few. Likewise, show who was the senior project author or director for all activities, not just a few. Leave no doubt about any entry.

Second, do not make double entries. This means do not list a citation or activity more than once. Some people think these multiple listings of essentially the same activity strengthen their vita. Actually, they weaken it because they create the appearance of loading up and repeating the same information to impress the reader—it usually does the opposite!

Third, do not mix chronological orders. If you are starting with your present employer in the employment history section, list each preceeding position in reverse chronological order. Do this throughout the vita. List most recent publications and degrees first—then proceed to list earlier items.

Conciseness

The key principle here can be expressed very simply: Don't pad! Keep the information brief and to the point. Don't get carried away by including things that are not germane, that may be out of date or that simply are not important enough to include. This is not a comprehensive biographical essay, but selected highlights.

For a veteran professional it should be 6–8 pages, 10 at the most. For a young person just starting out, 2 to 4 pages should communicate the essential background.

Form and Style

Thinking back over the thousands of vitas I have seen over the last twenty years, it is clear that some people care nothing or know nothing about form or style. Every rule of common sense has been violated: a vita on carbon paper, a vita which is dittoed or mimeographed, a vita with poor grammar, a vita with misspelled words.

Follow these simple rules of forms and style as guidelines for best results:

- ☐ Paper size: 8½" x 11"
- ☐ Margins: 1" x 1½"
- ☐ Grammar: perfect
- ☐ Typing: error free
- ☐ Type style: elite, pica.
- ☐ Reproduction: best photocopy available
- ☐ Ink: black
- ☐ Look: the highest professional quality

Uses and Content

Besides serving as a job search tool, your vita can be used in many other ways, such as: 1) a supporting document with a grant or contract funding proposal, 2) a requirement for an annual review by your employer, 3) a requirement with an application for membership in a professional society or organization, or 4) a background statement for an introduction at an important convention presentation. It is obvious that you wouldn't necessarily use the same vita for all purposes. So you should decide who your reader or readers will be and develop a vita to meet the specific purposes for which it is to be used. It is, therefore, vital that you keep accurate and up-to-date information on

hand so you can adapt it to fit a variety of needs. You may even want to develop a different vita for different jobs. If you are in higher education, you wouldn't use the same vita for tenure and promotion in your own institution that you would use to seek a new post in a large national corporation or a recently created staff position with a state government bureau.

The use of headings is a neat way to keep your vita sharp and clear. There are a few standard headings which can be used. Sub-headings also can be a help in showing some of the important things you have accomplished. The usual headings are:

- ☐ Personal Data
- ☐ Education Background
- ☐ Employment Experience
- ☐ Professional Affiliations and Honors
- ☐ Publication and Creative Works
- ☐ Civic, religious or service activities
- ☐ Other important items

There are many attractive and meaningful ways to use these headings—just keep in mind the three C's discussed earlier.

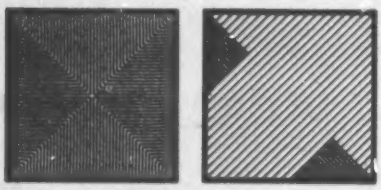
Critic Readers

Outside readers can provide very helpful advice about your vita when it is in final draft form. You are too involved in the final product to review your own vita critically and make the necessary changes. Furthermore, you know the content so well that all of the information seems clear to you—but it may not be to other readers.

For the best results, three kinds of outside readers are suggested:

1. **A professional friend** who knows your work well enough to spot missing significant information or confusing statements.
2. **A professional person who doesn't know you well** who will read critically as a person learning about you for the first time. This should be a person who will be blunt and tell you if changes need to be made. Don't get a nice person just to read it and say kind things.
3. **A hiring officer you know.** This could be a personnel director in business or industry or department chairpersons in higher education. In either case, you want them to tell you how your vita stacks up against the best ones they have received and how you can make improvements. You don't want compliments—you want constructive comments.

A good professional résumé or vita can give you a real advantage in today's competitive job market. Start working on yours today and always keep it up-to-date.



Locating Sources of Job Vacancies

Janice L. Lewis

A Variety of Sources

Every time advice on the job search is given, one almost always hears the phrase, "Most jobs are not advertised." However, with most of today's employers now being governed by Equal Employment/Affirmative Action guidelines, the majority of positions in education must be advertised. For applicants seeking education-related positions, there is an amazing number of sources for both advertised and unadvertised positions. It is important to take advantage of a variety of sources because competition for jobs is keen. The following are sources of job vacancies commonly suggested for job seekers.

1. Placement Office

College and university placement offices frequently publish vacancy lists or bulletins and offer opportunities for job candidates to interview with off-campus recruiters. Some offices even sponsor job fairs or teacher placement days to attract large numbers of recruiters during a one or two-day period. Some placement offices also sponsor job telephone hotlines. The majority of placement offices post job vacancies on bulletin boards in or near their offices and some distribute notices of vacancies to departmental faculty or advisors. Some offices also have job vacancy bulletins from placement offices in other colleges and universities through exchange agreements. These are excellent sources of jobs, especially for job candidates who want to learn of vacancies outside their own town or state.

2. Faculty Members

Faculty members in your academic department or in the college or department of education frequently receive telephone calls or letters regarding job vacancies and often post these notices on bulletin boards or maintain files of vacancies.

3. Publications

Publications of many kinds—both educational and non-educational—are often excellent sources of job leads. Campus or city newspapers frequently contain news items which give job candidates ideas for leads: articles describing new school openings, increases in school enrollments, or staff promotions, retirements, or job changes. Many city newspapers also contain classified advertisements for teachers in the employment section.

Educational publications frequently contain actual job vacancies and news items which provide job leads. **THE CHRONICLE OF HIGHER EDUCATION** and **CHANGE: THE MAGAZINE OF LEARNING** contain higher education news items and job vacancies. National educational magazines such as **TODAY'S EDUCATION, CHANGING EDUCATION**, and **AMERICAN EDUCATION** all contain news of new directions and programs in American education.

Two publications are available for job listings only: the **AFFIRMATIVE ACTION REGISTER** and the **ACADEMIC JOURNAL**.

4. Professional Associations

Professional associations for educators provide various sources of information about jobs. Many association publications (newsletters, jour-

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nals, newspapers) contain job vacancies and many associations provide job placement services, either on a year round basis or at their annual or regional meetings. If you are not aware of professional associations in your field, a listing of associations can be found in several sources: **THE CAREER GUIDE TO PROFESSIONAL ASSOCIATIONS**; the **ENCYCLOPEDIA OF ASSOCIATIONS**; and the **NATIONAL TRADE AND PROFESSIONAL ASSOCIATIONS OF THE UNITED STATES AND CANADA AND LABOR UNIONS**. These references are generally found in college and university libraries and sometimes in the placement office.

5. Private Employment Agencies

Private employment agencies frequently specialize in teacher placements. You may consider registering with this type of organization. However, there is no good way to tell which agencies to use since they vary widely in the quality and types of services they provide and the kinds of jobs they handle. You should always be sure to read your contract before signing it to understand whether you or the employer will pay the agency's fees. Consult the yellow pages of your telephone directory under "employment agency."

6. State Government

The state government in every state can also offer job openings for educators. For example, state correctional institutions and the state department of education may be good places to seek positions. A visit to the state employment office in your city is certainly worthwhile. Some state employment offices also sponsor state placement services for teachers. The names and addresses of your state merit system may be available in your campus placement office or library.

7. Federal Government

Job candidates should visit their Federal Job Information Centers to locate sources of job opportunities in federal agencies. The following are examples of federal agencies, units, or departments that may employ educators in various capacities: the Bureau of Indian Affairs, the Bureau of Prisons, the Job Corps, the Department of Defense, the Department of Education, and the National Institute of Education. Job candidates should consult directories of government agencies for more information; these are usually found in libraries or placement offices. Although, at one time, candidates used a single application form for all federal agencies, recently the government has begun to develop individual application forms for each agency. Thus, candidates should write to the individual agency.

8. Overseas Positions

Overseas positions for educators are another possibility. Although most overseas schools prefer at least two years of full-time experience, there are exceptions. For information about overseas opportunities, consult your campus library or placement office for publications.

Faculty members . . . frequently receive telephone calls or letters regarding job vacancies and often post these notices on bulletin boards or maintain files of vacancies.

9. Direct Contact

Make up a list of possible school systems or colleges and universities in which you have an interest and call or write the personnel office for information regarding job vacancies. Several directories of schools in your campus placement office or library can provide you with the names and addresses of personnel directors in public and private schools: **ACCREDITED INSTITUTIONS OF POSTSECONDARY EDUCATION**; the **DIRECTORY OF PUBLIC SCHOOL SYSTEMS IN THE U.S.**; the **EDUCATION DIRECTORY, COLLEGES AND UNIVERSITIES**; and **PATTERSON'S AMERICAN EDUCATION**.

Private schools may not pay as well as public schools, but there may be other compensations. Almost every library and some placement offices have directories of private schools such as **BOARDING SCHOOLS** or the **HANDBOOK OF PRIVATE SCHOOLS**. Innovative or alternative schools, both public and private, offer challenging alternatives to the traditional public school system. A telephone directory or personal contact may also help you identify these schools in your area; many are listed in the national directories of schools.

10. Personal and Professional Contacts

Use your friends and professional contacts, especially those made during your observation or student teaching experiences. Keep your eyes and ears open for news of people leaving or positions being created.

If this sounds like a lot of work, you're right; it is! But don't feel overwhelmed. It's best not to be dependent on any single source for job vacancy information. If you use all of the available sources simultaneously, you're sure to have a good chance of finding employment.

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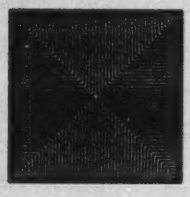

Overseas Employment for Educators

Priscilla A. Scotlan

The Most Likely Candidates

Many countries around the world welcome American educators who wish to work in their school systems. Overseas schools look for well qualified job candidates who meet standards of employment that are similar to those in the United States. Overseas employers look for well-recommended, highly qualified candidates who will be accepted by both the educational staff and the community as excellent teachers and positive representatives of the United States. Experienced educators with at least two years of experience, good recommendations, and preparation in a subject matter shortage area are those most likely to be employed. Although many overseas employers prefer unmarried job candidates, married teaching couples are increasingly becoming employed.

Main Sources of Employment

There are at least five main sources of employment for American educators who wish to go abroad: the Department of Defense Overseas Dependents Schools (DOD); the Office of Overseas Schools of the U.S. Department of State; the Peace Corps; the Teacher Exchange Program authorized by the MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT OF 1961 (known as the FULBRIGHT-HAYS ACT); and schools operated by American firms conducting business overseas.

Department of Defense Overseas Dependents Schools (DOD)

The Department of Defense Overseas Dependents Schools (DOD) operates elementary and secondary schools for the children of armed forces personnel stationed in twenty-seven countries. There are approximately 300 DOD schools with a total school enrollment of over 170,000 students.

Educators seeking employment in DOD schools must meet these requirements: U.S. citizenship; a bachelor's degree from an accredited institution; eighteen semester hours in professional teacher education; a valid teaching/administrative certificate; and at least one year of full-time teaching experience (excluding student/practice teaching, part-time, or substitute teaching). The acceptance of applications generally closes on January 15th for the school year beginning the following September. Educators interested in the DOD program should request the announcement (which includes the job application) by late fall. Inquiries and completed applications should be directed to the Office of Overseas Dependents Schools, Department of Defense, 2461 Eisenhower Ave., Alexandria VA 23331, Attn: Teacher Recruitment.

The Office of Overseas Schools of the U.S. Department of State

The Office of Overseas Schools of the U.S. Department of State provides assistance to independent overseas schools which meet certain legislative criteria. There are over 100 overseas schools educating dependents of the U.S. government personnel stationed abroad. These schools usually have international student bodies and an American approach to curriculum and instruction. Placement offices in American colleges and universities frequently have the most current list of these schools.

When these schools hire Americans, they insist upon experience and good recommendations. Some of the overseas schools have "sister school" ties with districts in the U.S. Many of

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their overseas staff are recruited directly from the "sister" district in the U.S. These overseas schools usually recruit job candidates in November and December. Many of the schools conduct job interviews with U.S. candidates at annual professional meetings. School districts in the U.S. frequently give their employees one or two year leaves of absence to work abroad.

More information regarding this program can be obtained from the Office of Overseas Schools, Room 234, SA-6, (A/OS), U.S. Department of State, Washington, DC 20502.

The Peace Corps

The Peace Corps recruits both new and experienced teachers for volunteer service in a variety of countries. Candidates for employment currently being sought are those who have academic preparation in the areas of math, science, industrial arts, and vocational education. Educational assignments may also include special education, curriculum development, and teacher training.

The Peace Corps often sends recruitment information to college and university placement offices and recruiters frequently conduct job interviews in placement offices. For more information, write to the Peace Corps, ACTION Recruiting, 812 Connecticut Ave., N.W., Washington, DC 20525.

The Teacher Exchange Program

The Teacher Exchange Program authorized by the MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT OF 1961 (FULBRIGHT–HAYS ACT) has opportunities for currently employed elementary and secondary school teachers. Employment opportunities include both summer and full year educational exchanges. The basic requirements for job candidates are as follows: U.S. citizenship; a bachelor's degree; and three years of teacher experience for one year positions and two years of experience for summer seminars. Most of these positions are on a temporary, interchange basis and applicants must be currently employed at the time of application. Applications should be made by November 1st. For information, write in September to the Teacher Exchange Section, Division of International Education, U.S. Department of Education, Washington, DC 20202.

Schools Operated by Overseas Firms

Many U.S. business firms operate schools overseas for the dependent children of their employees. For a complete listing of American firms abroad, see the DIRECTORY OF AMERICAN FIRMS OPERATING IN FOREIGN COUNTRIES.

General Guidelines for Educators Seeking Overseas Employment

Anyone seriously interested in overseas employment should follow these guidelines:

1. Visit your campus library and placement office to obtain complete information about overseas employment for educators. Talk to your placement counselors and read all available publications.

Overseas employers look for well-recommended, highly qualified candidates who will be accepted by both the educational staff and the community . . .

2. Check with your local school districts to inquire whether or not they have sister school districts overseas.
3. Call or write the consulate of the countries in which you are seeking employment to inquire whether or not they are recruiting job candidates with your academic preparation and work experience.
4. Finally, be persistent and thorough in seeking employment and be prepared to do an excellent job as a representative of the United States in a foreign country.

This brief overview of overseas employment for educators has not covered all of the possible employment opportunities. For more information about employment, consult references such as those listed below.

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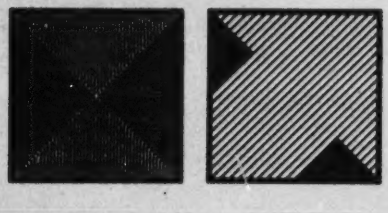

Career Alternatives for Educators

Dorothy Koch Bestor

Making the Move Successfully

A communications consultant to banks and government agencies; an education specialist for the Safeco Insurance Company; a promotion manager for a publisher; a co-owner of Coming Attractions, Inc., a firm of stage scenery designer–producers; a director of fund-raising at a midwestern university; an investment analyst for a Wall Street brokerage firm; the director of school and college relations in the personnel department of the Boeing Company; the director of the placement center at a west coast university; a training specialist for Blue Cross in an eastern state; an author of best-selling books; the first woman president of Twentieth–Century Fox films, . . . what do these people have in common?

They all started out as teachers. At various levels, from elementary school through college, some of them taught English, some science, some geography and history, some math. Along with innumerable other teachers they have recently moved successfully from their classrooms into the worlds of business, industry, entertainment, publishing, personnel, and the media. Their examples may encourage those of you who are thinking, "Of course, I like teaching, but I sometimes wonder if I could do anything else."

Both beginning and experienced teachers are asking that question today. School closures in some districts, drastic budget cuts in others, and oversupplies of qualified teachers in basic subjects and electives alike —such trends are causing some teachers to have second thoughts about their careers. "Under the right conditions, teaching is certainly satisfying," they say, "but if conditions change, am I stuck with being a teacher for the rest of my life? Could I move away from teaching if I wanted to?"

Such a move, if you decide to explore it, may not be as drastic as you think. "Too many people in education have a narrow vision; they see themselves only as teachers," writes a former teacher who is now a public information officer for a conservatory of music at a midwestern university. Actually, teaching involves many skills and develops many characteristics that are transferable to other occupations and professions. It is, however, necessary to spell out this fact. As Nicki Scott, a nationally syndicated columnist on careers, points out to those considering a career change, "We are all likely to be painfully aware of our shortcomings and entirely unaware of our strengths."

Skills Developed in Teaching

Let's take a look at what teachers usually learn to do as they begin teaching. Not everyone, of course, masters all these capabilities to the same extent or at the same rate. Nonetheless, most teachers have to make themselves expert in many of them if they are to feel comfortable and successful in the classroom. As a teacher, you develop several important skills that, while you may not realize it, are skills needed in nearly all businesses and professions.

You can work under pressure and meet deadlines.

Several times a day, five days a week, thirty-six weeks a year, a classful of your students acts out the message, "Coming, ready or not," and you step to the front of the classroom to carry out your lesson plan. You do it whether you feel in the mood or would give your soul for just another

Dorothy Koch Bestor is the author of the popular book, ASIDE FROM TEACHING ENGLISH, WHAT IN THE WORLD CAN YOU DO? (University of Washington Press, 1977) and a well known writer and researcher on the subject of career alternatives for educators. A former college English teacher and a placement counselor in the University of Washington Placement Office, Dorothy has had professional work experiences in both academic and non-academic settings. Currently, she is an instructor with the Department of Humanistic social Studies at the University of Washington in Seattle, as well as an active member of Editorial Consultants, Inc., a Seattle-based editorial consulting firm she established with fourteen other women freelance editors in 1974.

fifteen minutes to pull your act together. And, usually you have a contingency plan, so that you aren't flooded by the non-delivery of AV equipment or a delay of six weeks in the arrival of textbooks from a publisher.

You can keep accurate and usable records.

You soon learn how to trust that impulse of "I'm too busy now; I'll carry it in my head and write it down later." You know that you may, at any time, have a substitute or a new student teacher in your classroom who will need to know where the class has just met and where it's going. You know that you may have to justify grades to students who claim to have had no idea that they were failing.

You have also learned how to communicate effectively with people.

You regularly conduct individual conferences with students, parents, principals, and student teachers. And, in doing so, you try not to forget the importance of listening.

You have learned to organize.

You make and carry out both long-range and short-range plans. You can design and follow through on a semester of work so that you don't end a geology unit having reached only the Silurian period or find yourself in the last week of an American history course trying to wrap up World War II and the Korean War. But you can also work within short time frames: you can make a five-minute class exercise have impact and can see that every student's voice has a chance to be heard in a fifty-minute period.

You have learned how to motivate people.

Through establishing a non-threatening atmosphere in your classroom and through recognizing each student's unique potential, you can lead people to appreciate a subject that they thought they did not like or to start an independent project and carry it through.

You really enjoy speaking to groups of people or have, at least, become comfortable doing so.

As you do so, you are able to assess something of your audience's interests and backgrounds to deduce "where they are coming from." You use the level of language and the kind of examples that appeal to your audience.

You are familiar with libraries and have good research skills.

When you find that a class will include a discussion of solar heating, erupting volcanos, or the clean-up at Three Mile Island, you are able to come to class with solid information plus some good leads for students to pursue on their own.

You are familiar with audio-visual resources.

Through "hands-on" experience, you know how to use the equipment without getting tangled up in yards of film or tape. You know, too, the advantages and limitations of films, film-strips, video tapes, slides, reel-to-reel and cassette tapes, as well as overhead and opaque projectors. You use any or all of them to help a subject come alive, but you resist turning every class session into a multi-media production as a substitute for exercising your own and the students' imaginations.

Actually, teaching involves many skills and develops many characteristics that are transferable to other occupations and professions.

Characteristics of Good Teachers

Less specific and less demonstrable than these skills developed in teaching are certain characteristics which good teachers tend to demonstrate. If you are fortunate enough to have developed one or more of them, you have the essential ingredients for a number of other professions.

- ☐ You relate to students as individuals, rather than as stereotyped members of a group. As early in the year as possible, you learn their names, their special problems, and their special strengths.
- ☐ You are able to use an objective problem-solving approach rather than a judgmental one when students or parents react negatively to a subject, the school, or you.
- ☐ You are willing to make decisions, and you make them many times a day without trying to evade responsibility.
- ☐ You can come up with ideas in almost any situation. When challenged by unscheduled events, your mind starts working and you often hear yourself coming out with more ideas than you knew you had.
- ☐ Finally, you never outgrow your sense of curiosity. You keep adding continually to your skills, information, and your understanding of people. You keep on learning, not just for credits toward degrees or for salary increases, but because the more you know, the more you see there is to know.

Mull over that list for a few minutes. Compare it with your own abilities and attitudes. If you find that you are too closely involved with your own teaching to analyze just what it is that you've been doing, you may gain a new perspective by reading about what other teachers do. Look at such graphic accounts of some of their experiences as **DON'T SMILE UNTIL CHRISTMAS: ACCOUNTS OF THE FIRST YEAR OF TEACHING** edited by Kevin Ryan (University of Chicago press, 1970) or two books by James Herndon, **THE WAY IT SPOZED TO BE** (Simon and Schuster, 1977), and **HOW TO SURVIVE IN YOUR NATIVE LAND** (Simon and Schuster, 1977).

Ways of Using What You Have Learned

"But," you may be inclined to ask, "even if I do have these capabilities, what can I do with them? Who is going to hire me in a non-teaching capacity if my résumé shows that I've never done anything but teach school?" That is not the right way to put the question. Through "just teaching school," you have used the skills discussed above to pursue a number of goals and accomplishments.

Career shifts, of course, take time. You probably will not see how to make the transfer from the classroom to the ideal alternative position right

away. Changing your career takes a knowledge of your own strengths and a flexible, resourceful approach to finding the best place to recombine and use them. As a former placement counselor at the University of Washington, I observed three general areas in which a teacher can use the skills already developed in the classroom. Of these, the first two call, not for turning your back on teaching, but simply teaching in different settings with new clienteles.

Teaching Your Subject to a New Clientele

You can continue to teach the subject in which you are experienced but teach it to people of different ages or backgrounds and, perhaps, in a different setting. Your ability to size up an audience, adapt your material to its needs, and see people non-judgmentally would be an asset in continuing education programs in colleges and universities and elsewhere. You could also design inservice training courses for employees or executive groups in business industry, or non-profit organizations.

Among the subjects most in demand by business and professional people, and also by retirees, writing is foremost. Nurses, doctors, social workers, and laboratory scientists often need and want to write better academic articles, as well as reports and grant proposals. Business managers need and want to learn to write better memos, letters, and brochures. Retirees everywhere hope to explore such forms of writing as autobiography, memoirs, journals and oral history for personal satisfaction.

As the lifetime learning movement grows, we see everywhere the spread of weekend seminars and Saturday classes for employed people, along with "alumni vacation colleges," short intensive workshops, and the new nation-wide Elderhostel movement. Take a look at the advertisements for adult courses in Section IV of any Sunday edition of the **NEW YORK TIMES** and you will see such a variety that you will realize that it's possible to think of a full-time career in continuing education. If you know your subject well, are enthusiastic about conveying it to others, and are flexible in your teaching strategies, you might become involved in continuing education as a program developer, administrator, or private consultant.

This last category is represented by a number of former teachers who within the past few years have set up in business, singly or in groups, as consultants in editing, writing, drafting grant proposals, or as all-around communications consultants. They work at hourly, daily, or contract rates with writers, publishers, government agencies, banks, insurance companies, hospitals, social agencies, and research centers. Sometimes they work individually with writers to help them organize their ideas and get them to flow into a first draft. Sometimes they revise, reorganize, or copy-edit nearly completed material. (There are over two hundred firms of editorial consultants, many of them founded by former teachers, listed in the current issue of **LITERARY MARKETPLACE**.) Some consultants design and teach short, intensive workshops on writing, with titles such as Overcoming Mental Blocks to Writing, Writing Grant Proposals, Writing Clear Reports and Memos, Managerial Writing, and Becoming Your Own Editor, for staff members of government agencies, banks, and industrial firms.

Changing your career takes a knowledge of your own strengths and a flexible, resourceful approach to finding the best way to recombine and use them.

Another subject in demand is mathematics. Some parents' groups want courses in new math, and business and professional persons are often interested in workshops for reducing math anxiety. Applied mathematics is popular especially as it relates to tax and investment problems or to beginning computer work. Other academic subjects in which there is a growing continuing education clientele include twentieth-century literature, appreciation of contemporary drama and film, recent American history and foreign policy, art, music, modern languages, English as a second language, and astronomy.

Former school teachers who design, market, publicize, administer, or teach such courses find their work exciting. As Gloria Campbell, who performs all these functions in her one-person firm in Kirkland, Washington puts it, "This work is very rewarding. I find most of the people I work with well-motivated, interested, and interesting. I derive a great deal of satisfaction from seeing my students overcome their fears and limitations, make progress on their jobs, feel better about their skills, and rekindle or develop pleasure in writing."

Developing A New Specialty To Teach

A second alternate career option for resourceful teachers is not merely finding new clienteles but developing new specialties to teach them. If you decide to explore this option, you may find considerable demand in your community for a wide range of courses which you may already have an interest and some proficiency in and which you might consider teaching professionally. Some of these courses are in the self-improvement category: stress reduction; time management; relaxation techniques; public speaking; or physical fitness. Other courses involve specific craft skills such as still photography; film making; video tape making; graphics; carpentry; calligraphy; and French or Oriental cooking. Still other courses are in various sports, for example, sailing, skiing, and hang-gliding.

Since these are not traditional academic courses, it is your performance and teaching ability that will count, rather than academic credentials. You may, therefore, find that taking some intensive workshops and short courses, in addition to reading and experimenting on your own and talking to established professionals in your new field, will get you off to a good start. If you really enjoy demonstrating processes and skills to groups of people and answering their questions, what better shot in the arm can you give your career than developing a new specialty that absorbs and challenges you and teaching it to adults eager to apply it to their own lives?

Adapting Teaching Skills to Non-Teaching Careers

A third alternate career option involves looking at the various abilities you've developed through teaching and then applying them in another occupation "out there, in the real world." In a recent survey I made of teachers who have successfully changed careers, the following dozen fields occurred repeatedly. Although this list contains only a fraction of the possibilities, it may suggest some leads you will want to explore.

Administration: Although teachers often think of educational administration as a possibility, they don't always realize that their experience may also qualify them for other kinds of administration—in businesses, government agencies, non-profit organizations, organized charities, and foundations. As one former teacher who now directs a state agency says, "Though they don't usually realize it at the time, teachers learn so much about working with people, organizing things, and getting tasks done on time that they have better administrative training than most other administrators."

Advertising and Public Relations: Although these two fields operate differently, they share these requirements for success: being able to assess and appeal to a wide audience; being able to work under pressure; being able to put ideas into concrete, objectified form; being an outgoing person who enjoys making contacts with a great variety of others unlike himself or herself. A junior high school teacher with these qualities reports happily that he's now a writer for a firm specializing in three-dimensional advertising, and an account executive at a California advertising agency, one a language teacher, urges other career-switching teachers to follow him, since they can "utilize teaching talents by the way they handle co-workers and clients."

Business: Some business persons tend to see teachers as dreamy and impractical, and some teachers see those in business as money-grabbing and cut-throat. But despite these stereotypes, some teachers become successful in the business world. As a former social studies teacher, now associate director of a business enterprise points out, "The skills necessary to decide upon, organize, and teach material and to assess students in class are the very same skills used in business: the ability to be logical, organized, innovative, perceptive, and fair." Teachers seem particularly good at marketing and sales. One woman who was "very unhappy" for three years in her job as a junior high reading teacher has for the past five years been a successful co-owner of a small but flourishing book store. Another former junior high school teacher, now marketing manager for a publishing company, writes, "After three years of constantly figuring out how best to present my subjects to the students so as to catch and keep their interest, learning how to appeal to the general public is a cinch."

Selling, too, particularly in fields like insurance or real estate or the travel industry, which call for individualized approaches to clients, can involve a carryover from teaching. Earl Grout, a college instructor and Ph.D. in English who took a sales position with the New York Life Insurance Company and is now, only four years later, in charge of training programs in one of the Safeco offices, explains why his mission is an educational one: "You have to get customers to look objectively at their lives and needs, and then you show them what the options are and give them materials for decision-making. It's like what we did in the classroom only with different content."

"In a sense, all teaching jobs have a lot of personnel work in them,"

Counseling and Other Helping Professions: Many career planning and placement counselors are former teachers. As Dr. Ivan Settles, Director of the University of Washington Placement Center, explains, "Having spent most of my life teaching at every level from kindergarten through graduate school, I feel committed to teaching. But here in placement, I feel I've hardly left the classroom. What I leaned there about listening to people, drawing them out, getting them to listen sometimes to me, and motivating them is called upon all the time."

What Dr. Settles says about placement counseling applies to other kinds of campus counseling too: admissions, financial aids, academic advising centers, and learning skills centers. There are also a variety of new social services, such as those for displaced homemakers hoping to get into the job market. In all of these positions, a listening ear, a non-judgmental attitude and the ability to see each client as an individual are essential.

Entertainment Teachers soon learn that they have to entertain their students to some extent in order to teach them. Given the right combination of talent and luck, some teachers have been able to edge into the world of stage or films for a full-time career. One former California elementary school teacher, Doug Clawson, has started with two colleagues a firm that designs, constructs, sets up, and removes stage scenery for various professional and amateur theatre groups, trade fairs, and promotional events throughout the Pacific Northwest. When interviewed, he and his co-workers had seven projects in different stages. He stopped just long enough to say that he sees a carryover from what he used to do in the educational system. "As a teacher," he said, "I was always trying to scrounge material for the kids to use in displays for social studies projects, and I usually ended up making a lot of the stuff myself. It's a pleasure to have raw material now and be paid to use it. Also, as a school administrator, I developed organizational skills: getting people to work together, directing committees, meeting deadlines. They all help now."

Another California teacher, Sherry Lansing, a major in math and English, who taught in Watts, California, got started in films through having a small part in a John Wayne movie. "What interested me," she remembered later, "was not the acting; it was looking beyond the camera and wondering what all those other people out there were doing." A five-dollar an hour entry level job reading scripts started her on the process of finding out what the others did. After that, she made what she describes as a "logical prog-

ress" to story analyst at Universal Studios, then story editor, then Vice-President of Creative Affairs at M-G-M. Next, she moved to Columbia as one of its two senior vice-presidents, from which post she was recently hired as president of Twentieth-Century Fox.

Government: Nearly every kind of work in the **DICTIONARY OF OCCUPATIONAL TITLES** is carried on somewhere, at some time, by either the local, state or federal government, either as a Civil Service job or an appointive or elective office. The ones to which teachers are particularly suited seem to be speech-writing, research, administration, report writing, or working in such branches as Social Security, Welfare, or Internal Revenue, dealing on a one-to-one basis with members of the public who come in or call in for information. If you are interested in working for any branch of the government, read **STRATEGY AND TACTICS FOR GETTING A GOVERNMENT JOB** by Susan Lukowski and Margaret Piton (Potomac books, 1980).

The Media: If you work well under pressure, write clearly for a non-specialist audience, meet deadlines, keep your curiosity alive and continually come up with fresh ideas, you will have met many of the requirements for a career in the print or broadcast media. If you are expert at getting information not only from written records but from people, you may make a good investigative reporter. **TIME** magazine reports, for example, that at least seven of its staff used to be, or still are, teachers. Another former teacher, now associate producer of the ABC Morning News program, writes that she got into television through writing five-minute newscasts (which she had learned to do in college) and has survived in it since then because of having learned as a teacher to put in long hours under extreme pressure.

Museum Work: If you particularly enjoy figuring out how to present information to the public and make them want more, you might find an entry into the educational department of an art or natural history museum, a science center, or a planetarium. What you might aim for would be to work with subject-matter specialists in designing complete educational programs, public relations materials, or audio-visual presentations for the public. You might also, like one former college teacher, eventually be in charge of the museum's membership campaigns, fundraising campaigns, and newsletter. The growing field of arts management calls upon many of the teacher's attributes: knowledge of subject matter; enthusiasm for getting information across to a wide public; ability to talk and write persuasively; and skill in organizing and working with committees.

Personnel: "In a sense, all teaching jobs have a lot of personnel work in them," says a former high school history teacher, now personnel director of a large pharmaceutical firm. Another former teacher, Ron Langdon, went straight from teaching special education classes at a university into an administrative job at the Boeing Aircraft Company, which led, in turn, to his present position in which he is in charge of all Boeing recruiting from colleges and universities.

Publishing: Although publishing is one of the hardest fields to enter, people in the industry say that if teachers are willing to start in at unglamorous entry-level positions, there is a real chance for advancement. Onse such position is that of the "college traveller," a person who goes from campus to campus introducing new texts to faculty members. Another is that of secretary; in publishing, unlike many fields, it is possible to be promoted from clerical to professional jobs. One firm has worked out a career ladder: editorial secretary; assistant to the editor; editorial assistant; associate editor; and finally, editor. There is, of course, no guarantee that everyone who starts out as an editorial secretary will end up as an editor. In fact, publishing is undergoing so many transformations these days that nobody guarantees anyone anything.

Nonetheless, once you get past your first entry-level job, you may find that it is a good thing to have been a teacher, for, as one former teacher, now an associate editor at a New York City publishing house, says, "My teaching helped me, in that I had some sense of what students and teachers were looking for in textbooks." Another former teacher reports that his scientific background won him a position as publicity coordinator for a large educational and scientific publisher. Still another one-time teacher, now a literary editor for a periodical, reports happily, "This job requires everything I trained for."

There are many kinds of editing, and it seems as if former teachers are working in every one of them: copyediting for a general weekly magazine; technical editing for a trade journal; editing reference manuals for clarity, effectiveness, and technical accuracy; writing and updating computer maintenance manuals; and serving as the head of a small educational publishing firm. Teachers are also said to be particularly useful in designing educational software used in computer learning programs. Those of you interested in careers in publishing should read **WHAT HAPPENS IN BOOK PUBLISHING**, 2nd ed., edited by Chandler B. Grannis (Columbia University Press, 1967), and **PUBLISHERS WEEKLY**, one of the industry's most influential magazines.

Research: Nearly every public and private agency and nearly every business conducts research. Hospitals set up studies to find out whether their facilities are underutilized or overutilized and by what ages and types of patients. The Department of Housing and Urban Development conducts demographic studies, as do government health agencies, city planners, and school systems. Environmental impact statements require another kind of research. Marketing surveys tell manufacturers who uses their products and why. Many of these projects involve large scale data gathering and staffs of numerous research assistants. On a slightly higher rung of the ladder, research associates or information analysts assess and analyze the results.

Qualifications for these positions and for the progressively more responsible ones to which they may lead vary depending upon the complexity of the project. Basic, however, are the qualities of being thorough, completely objective, meticulous about detail and not overwhelmed by masses of data. In some projects, it is necessary to feel comfortable while interviewing large numbers of randomly selected strangers, and, in others, to have some familiarity with computer language. As a teacher, you probably have most of these capa-

bilities, except possibly the last, which can be learned more easily than you may realize.

Writing "Employers are hungry today for anyone who can write," reports a former teacher employed as a writer-researcher for an industrial firm. Banks hire writers for their manuals of policy and procedures, their newsletters, and their brochures. Legislators, executives, university presidents, and politicians hire speech writers ("Any teacher who is any good is a natural born speech writer," insists one woman who is both). Hospitals, foundations, professional associations, investment companies, and research institutes hire people to present, in clear, readable prose, what they are doing. Manufacturers of everything from cosmetics to computers hire writers of booklets for their customers.

If you are interested, there may be three small hurdles between you and one of these writing positions. You will find that many writing positions are not advertised as such, but as "co-ordinator," "program assistant," "assistant to," or "editorial associate." There are also projects where a writer is needed but where the principal investigator does not realize the fact until he or she has, by chance, hired someone who can cut through confusion by writing clearly. Finally, you cannot count on being employed as a writer simply through being the good, clear, un-temperamental user of words that your teaching experience has taught you to be. Although sometimes this ability is enough, often you will have to demonstrate at least some familiarity with the new area you're hoping to enter. But, since you've learned as a teacher how to find information quickly in libraries, a few days spent in one, on your own, can give you a good start toward understanding the vocabulary and the main concepts in your new field.

It is no small accomplishment to be able to write clear, readable, functional prose on demand. Insofar as you have developed this talent, you can probably always find a position somewhere with the chance of promotion as you become more expert in your new subject. Now and then, however, a teacher is inspired to break loose from the mold and do more than write adequate, serviceable exposition. As you probably know, a number of teachers have, within the past few years, taken an objective look at what they were doing while teaching, with the result that the books they have written about various aspects of their profession have riveted the attention of the general public. In their different voices and with varying aims, teachers such as Herbert Kohl, Jonathan Kozol, George Leonard, James Herndon, John Holt, and Virginia Axline have shown readers within and outside the field of education that its issues make exciting reading.

Once in a while, a teacher goes farther still and hits the best-seller lists. This is what happened when

... try to think of yourself not so much as an ex-fifth grade teacher or ex-high school journalism instructor, or whatever you were, but as someone in the process of becoming an instructional media specialist, an editor, a grant writer, a counselor, a physical fitness expert or whatever you hope to be.

Ivan Doig, after only a few years of teaching history, turned down a good university position to take a chance on a career as a free-lance writer. His second book, **THE HOUSE OF SKY: LANDSCAPE OF A WESTERN MIND** (Harcourt Brace Jovanovich, 1978), which deals with his native Montana, has had an astonishing sales record. Another writer, Stephen King, a high school English teacher and lifelong addict of Gothic fiction, decided to experiment by writing his favorite kind of stories and setting them in his home state of Maine. As everyone probably knows by now, King's third book, **THE SHINING**, (New American Library, 1978), has been made into a film directed by Stanley Kubrick which is receiving considerable attention.

Although obviously there is no formula for emulating Doig's and King's successes, and although you should be cautioned that probably not more than one hundred authors in America today completely support themselves by free-lance writing, it is nice to know that such spectacular success can happen to teachers. It is interesting to speculate as to whether the combination of self-discipline and free-flowing imagination which helps produce good teachers may also have something to do with their success as writers.

The above survey of possibilities is, of course, only a sampling. For more information about these and many other alternatives to teaching, consult the office of placement and career planning of a college or university where you have studied. You may also want to look at **ALTERNATIVE CAREERS FOR TEACHERS**, by Sandy Pollack (The Harvard Common Press, 1979), **FINDING CAREER ALTERNATIVES FOR TEACHERS** by Anne Miller (Apple Publishing, 1979), and a book I wrote while a placement counselor and am now revising for a new edition, **ASIDE FROM TEACHING ENGLISH, WHAT IN THE WORLD CAN YOU DO?** (University of Washington Press, 1977).

Changing Your Attitude Before Changing Your Job

Simply knowing about career alternatives, however, is not enough. Even knowing that you have many of the basic skills and talents for many of these careers is not enough. Several other elements enter in, involving the way you look at yourself and the job-hunting process.

If you've already begun to teach and now want to change professions, don't present yourself to employers or friends as someone who is utterly discouraged, can't get a job, is at a dead end. Don't even think of yourself that way. In the words of the publisher William Targ, words applicable to job-seekers in all fields, "You must make your presence and your work contribution felt, but not your desperation. Your ambitions must be registered, but not with a pile-driver impact."

As you find out more about the field you hope to break into, try to think of yourself not so much as an ex-fifth grade teacher or ex-high school journalism instructor, or whatever you were, but as someone in the process of becoming an instructional media specialist, an editor, a grant writer, a counselor, a physical fitness expert or whatever you hope to be. You must be thoroughly convinced that teaching has been an important part of your preparation; only then will you be able to show an employer the connection between teaching and your current goal.

As you find out more and more about your new fields, find out what changes in your lifestyle would go with it and whether or not you are ready for them. You may have different hours and shorter vacations. In some kinds of work, such as teaching continuing education seminars or selling real estate, you may find that your heaviest load comes on weekends. Your salary may at first be lower than it would be had you stayed in teaching, or it may be on the average higher although coming in with less regularity.

If you are working as a freelancer or if you are a self-employed business owner, your method of getting started will be drastically different from that of looking for teaching job advertisements with definite requirements and salary. If you are to be one of the many teachers who have made successful consulting or entrepreneurial careers for themselves, you will probably begin by "finding a need and then trying to fill it."

Most important of all, don't decide about your future simply on the basis of what you read about other jobs or what you have always heard they are like. Instead, make every possible kind of first-hand contact with your chosen area—with people working in it now, and with its vocabulary and concepts.

Making contacts is, in some ways, easier for undergraduates than for those who are already teaching. If you are still a student, look around for internships, cooperative work experiences and summer jobs in fields that interest you. If you can't find an established internship program on your campus, try to arrange an informal one yourself with an employer to whom you could be useful and who knows something that you very much want to learn. It's often done. Also, if possible, join professional societies relevant to your interests (such as Women in Communications or the Society for Technical Communication), and be sure to inquire about reduced student membership fees. You'll learn more than you realize.

If, on the other hand, you're no longer an undergraduate, there are still ways of making contacts with people working in your chosen field. You too should go to meetings and consider joining organizations that are new to you. If you have to make a choice, skip the teachers' conventions that you feel comfortable going to, and, instead, seek out the Public Relations Society of America, the American Society for Training and Development, the National Association of Science Writers, the American Society for Public Administration, Women in Communications, or whatever group seems best to fit your new needs. Read the newspapers to find out about such meetings. Visitors are often welcome on a pay-at-the-door basis, particularly when there are outside speakers. If you do not know the professional societies in your new field, look through **A CAREER GUIDE TO PROFESSIONAL ASSOCIATIONS: A DIRECTORY OF ORGANIZATIONS BY OCCUPATIONAL FIELD** (The Carroll Press, 1980, **THE NATIONAL TRADE AND PROFESSIONAL ASSOCIATIONS OF THE UNITED STATES AND CANADA AND LABOR UNIONS** (Columbia Books, Inc., 1980) or **THE ENCYCLOPEDIA OF ASSOCIATIONS** (Gale Research Company, 1980). These reference books are generally available in most libraries.

. . . never stop seeking out and talking to people doing what you hope to do . . .

While in the library, browse through the periodical department, looking through the professional journals in your new field and in related areas. You'll find periodicals that you never knew existed, and you'll learn a great deal about the vocabulary of your new specialty and the kinds of problems that are considered important.

Of course, all this exploration of alternatives to teaching needn't—and shouldn't—commit you definitely to leaving the classroom. Maybe you really do belong there. The last thing in the world that the teaching profession needs right now is a brain drain of all its most innovative and resourceful members. For some of you, looking around and discovering that you do have other options may be enough to reassure you that you can continue teaching as a matter of choice, not of inertia.

If, however, you really do want to make a career change, start building up your own portfolio of any work samples that have some bearing upon your newly chosen field—short pieces of writing addressed to a general audience, syllabi of continuing education courses you have dreamed up (even if you haven't yet had a chance to give them), grant proposals you may have written or projects that you have directed—anything that shows your competence aside from traditional classroom teaching and could enhance your value to the new employer you hope to find. At the same time, start rewriting your résumé to accent whatever experience you've already had, even if on a part-time or volunteer basis, with public relations, film-making, writing and editing or whatever other specialty you hope to develop. (See the books by Pollack or Miller for information on how to write a functional résumé.) Consider this new résumé as merely provisional; you'll want to re-do it often, as you take short courses or seminars in your new field or accumulate, even as a volunteer, new, relevant experience.

Finally, never stop seeking out and talking to people doing what you hope to do—not to get job offers at first, but to find out how these people got their jobs, what their backgrounds were, what the high points and the low ones of their work may be, and what they wish they had done as they were getting started. Once you talk informally with people in publishing, personnel, consulting, public relations or one of the other fields you may be hoping to enter, you will probably be surprised to find how many of them say "You know, I came into my present job straight from teaching, and it certainly gave me a good preparation."

The Code of Ethics of the Association for School, College & University Staffing

The Revised **ETHICAL STANDARDS AND PROCEDURAL GUIDELINES IN EDUCATIONAL PLACEMENT** were adopted at the 1967 ASCUS Convention in Detroit. These standards have been up-dated to conform with recent federal legislation and are given below.

Ethical standards should assist in clarifying certain procedures, by encouraging sound practices in keeping with the high level of professional integrity sought by all persons involved in educational staffing.

Ethical standards begin where legal provisions governing conduct leave off. Consequently, a member of a profession acts or refrains from action, not because he is legally compelled to act or is restrained from action, but because his professional spirit and the ideals of service of his profession dictate his action.

Changes in staffing procedures take place periodically as the supply-demand factors vary. The heavy demand for teachers and other school personnel often produces a seller's market which prompts many candidates to become unduly independent and many employers to relax their standards when seeking personnel.

The basic purpose of the employment function continues to be: to enable schools, colleges and universities to employ the highest quality personnel available by assisting beginning candidates in securing positions in which they can be effective and happy, and by aiding experienced personnel in securing positions of increased responsibility and opportunity consistent with their capacities and abilities.

We, as professional placement people in colleges and universities throughout the United States of America, affirm our beliefs that placement is an integral part of the educational program—a function that complements and supplements the curricular programs in the complete fulfillment of the educational objectives of the institutions served. We believe that the professional framework in which the candidates, employing officials and placement officials operate must reflect high standards of integrity and conduct on the part of all concerned.

The following statements of ethical standards and guidelines are designed to create an atmosphere within which the individual, society and the profession may be served to the fullest.

Recommended Ethical Standards of Performance for Placement Officials

Educational placement officials should:

1. Recommend candidates on the basis of merit and competency in keeping with their qualifications and job specifications, without regard to race, religious belief or national origin.
2. Furnish employers with complete, accurate and unaltered information in the placement papers of registered candidates.
3. Possess the background and experience necessary to understand the registrant's problems and to counsel him intelligently and with good judgment but to avoid undue influence respecting the selection of jobs.
4. Have a sufficient staff to allow for adequate professional counseling to advise applicants on proper placement and employment procedures, including their legal, ethical, and professional obligations.
5. Encourage candidates to explore a reasonable number of employment opportunities and to exercise good judgment concerning the number of times they request their placement papers be forwarded to prospective employers.
6. Transmit placement papers only to qualified employers, to other college placement offices, or to such other persons who have recognized professional responsibilities to the schools.
7. Provide space and facilities for campus interviews, and inform employers in advance if the number of interested applicants does not appear to justify a scheduled interview date.
8. Keep adequate statistics on supply and demand factors, reactions of employers to the preparation of candidates, follow-up information regarding graduates and any other pertinent information that is helpful to those involved in the preparation of teachers.
9. Be oriented, along with their clerical staff, with respect to the importance of their role in establishing and maintaining good public relations between their institution and other universities, colleges and public schools.
10. Establish good rapport and adequate communication between the placement office and other departments on the campus.
11. Keep the college or university administration informed of the service being provided to the students and to the employing institutions.
12. Maintain membership in state or regional and national placement associations in order to keep abreast of the trends and activities being carried on in the field of service in the teacher employment area.
13. Maintain close relationship with professional organizations which have to do with persons for whom they provide service.
14. Encourage all candidates to keep their placement papers up-to-date.

Recommended Ethical Standards for Candidates

Candidates should:

1. View teaching as an important profession requiring a high degree of competence and dedication as well as personal integrity and responsibility.
2. Establish and maintain placement papers with the institutional placement office at the college or university at which formal training was taken.
3. Assume responsibility for seeing that all personal obligations with reference to certification, transcripts and other required documents are in order.
4. Seek advice and counsel from responsible persons in institutional placement offices as to proper professional procedure in applying for positions.
5. Keep the placement office fully informed as to the progress that is being made in obtaining a position.
6. Use good judgment in seeking a position where teaching can be done in area(s) of competence and where maximum skills may be utilized insofar as is possible.
7. Present themselves in an acceptable manner when interviewing and when on the job—this reflects on the institution at which they were trained as well as upon himself and his profession.
8. Answer promptly, in a business-like fashion, all communications from the placement office and employing officials.
9. Apply only to officially authorized employing officials when seeking a position.
10. Apply for each position on its own merits and avoid pitting one offer against another.
11. Understand and work within the policies and procedures of the college placement office.
12. Sign but a single contract within a reasonable time after it has been issued.
13. Notify the placement office and employers immediately upon accepting a position or being no longer available for further consideration.
14. Respect other candidates by making no adverse comments about them.
15. Adhere to the conditions of verbal agreements and written contracts, and to the terms of an appointment, until they have been terminated legally or by mutual consent.

Recommended Ethical Standards for Employers

Employers should:

1. Provide as complete a listing and job description of openings as can be given.
2. Adhere to the practice of definite and early scheduling with college and university placement offices.
3. Request placement papers only for candidates in which they are truly interested.
4. Keep the trust under which confidential information is exchanged.
5. Keep placement offices informed of the status of position openings which have been listed with them.
6. Conduct employment negotiations only with candidates who are not under contract or who have received prior approval of the current employer.
7. Present all potentialities of the situation to applicants as fully and fairly as possible.
8. Report promptly to the placement office, if possible before the stated hour of the interview, in order to have time for proper briefing for the day.
9. Keep all interviews within prearranged time limits and respect the working day and hourly schedule of placement officials, especially at the close of the day.
10. Provide in written form clear statements concerning contract procedures and steps for the applicant to follow in making application.
11. Keep the interview at a "conversational" rather than at an "inquisitional" level.
12. Provide information as to the status of an application at dates requested by the applicant.
13. Employ the best possible candidates regardless of race, creed, color, sex, age or national origin.
14. Make clear to applicants, at the time of assignment, the type of community, school and position to which the assignment is being made.
15. Report to placement offices the names of persons employed.
16. Advise those applicants seriously considered but not chosen for a particular job and express appreciation for their effort in making application.

Directory of State Teacher Certification Offices in the U.S.

Alabama

Coordinator of Teacher Education and Certification,
State Department of Education,
Montgomery 36104, 205-269-7216

Alaska

Coordinator of Teacher Education and Certification,
State Department of Education,
Pouch F, Alaska Office Building,
Juneau 99801, 907-586-5486

Arizona

Director of Teacher Certification,
State Department of Public Instruction,
Room 27, Capitol Building,
Phoenix 85007, 601-271-4367

Arkansas

Coordinator, Teacher Education and Certification,
State Department of Education,
Little Rock 72201, 501-371-1475

California

Executive Secretary,
Commission for Teacher Preparation and Licensing,
1020 "O" St.,
Sacramento 95814, 916-445-0185

Colorado

Supervisor, Teacher Education and Certification,
State Department of Education, State Office Building,
Denver 80203, 303-892-3075

Connecticut

Chief, Bureau of Teacher Preparation and Certification,
State Department of Education,
P.O. Box 2219,
Hartford 06115, 203-566-2670

Delaware

Director of Teacher Education and Professional Standards,
State Department of Public Instruction,
Dover 19901, 302-678-4686

District of Columbia

Chief Examiner, Board of Examiners,
District of Columbia Public Schools,
415 12th Street, N.W.,
Washington, D.C. 20004, 202-629-4940

Florida

Chief, Bureau of Teacher Education and Certification,
State Department of Education,
Tallahassee 32304, 904-599-5713

Georgia

Director, Division of Teacher Education and Certification,
State Department of Education,
State Office Building,
Atlanta 30334, 404-656-2429

Hawaii

Administrator (Certification),
Office of Personnel Services
State Department of Education,
P.O. Box 2360,
Honolulu 96804, 808-548-6384

Idaho

Director of Teacher Certification and Related Services,
State Department of Education,
State Office Building,
Boise 83701, 208-384-3475/3476

Illinois

Director, State Teacher Certification,
Illinois Office of Education,
100 North First Street,
Springfield 62777, 217-782-3774

Indiana

Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Room 232, State House,
Indianapolis 46204, 317-633-4759

Iowa

Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Grimes State Office Building,
Des Moines 50319, 515-281-3245

Kansas

Director, Certification Section,
State Department of Education,
120 East 10th Street,
Topeka 66612, 913-296-2288

Kentucky

Director, Division of Teacher Education and Certification,
State Department of Education,
Frankfort 40601, 502-564-4606

Louisiana

Director of Teacher Education, Certification, and Placement,
State Department of Education,
Baton Rouge 70801, 504-389-6915

Maine

Certification officer, Division of Professional Services,
State Department of Education,
Augusta 04330, 207-289-2441

Maryland

Assistant Superintendent in Certification and Accreditation,
State Department of Education,
P.O. Box 8717, Friendship International Airport,
Baltimore 21240, 301-796-8300, Ext. 300

Massachusetts

Director, Bureau of Teacher Certification and Placement,
State Department of Education,
31 St. James Avenue
Boston 02116, 617-727-5726

Michigan

Director, Division of Teacher Education and Certification, Teacher Education and Certification Services,
State Department of Education,
Lansing 48902, 517-373-1924

Minnesota

Director, Teacher Certification Section,
State Department of Education,
Capitol Square Building, 550 Cedar Street,
St. Paul 55101, 612-221-2046

Mississippi

Supervisor of Teacher Education, Certification and Placement,
State Department of Education,
P.O. Box 771,
Jackson 39205, 601-354-6869/6870

Missouri

Director of Teacher Education and Certification,
State Department of Education,
Jefferson City 65101, 314-635-8125

Montana

Certification Services Manager,
Office of the Superintendent of Public Instruction,
Helena 59601, 406-449-3150

Nebraska

Administrator of Teacher Education and Certification,
State Department of Education,
233 South 10th Street,
Lincoln 68509, 402-471-2496

Nevada

Supervisor of Teacher Certification,
State Department of Education,
Carson City 89701, 702-882-7324

New Hampshire

Director of Teacher Education and Professional Standards,
State Department of Education,
Concord 03301, 603-271-2407

New Jersey

Director, Office of Teacher Education and Certification,
State Department of Education,
225 West State Street,
Trenton 08625, 609-292-4477

New Mexico

Certification Officer, Division of Teacher Education, Certification and Placement,
State Department of Education,
Santa Fe 87502, 505-827-2892

New York

Division of Teacher Education and Certification,
Cultural Education Center,
Room 5A, 11, Empire State Plaza,
Albany 12230, 518-474-3901

North Carolina

Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Raleigh 27602, 919-829-4125

North Dakota

Director of Teacher Certification,
State Department of Public Instruction,
Bismarck 58501, 701-224-2264

Ohio

Director, Division of Teacher Education and Certification,
State Department of Education,
Columbus 43215, 614-469-3595

Oklahoma

Administrator of Teacher Education and Certification,
State Department of Education,
Oklahoma City 73105, 405-521-3337

Oregon

Director of Teacher Education and Certification,
State Board of Education,
942 Lancaster Drive, N.E.,
Salem 97310, 503-378-3586

Pennsylvania

Chief, Division of Professional Certification and Credentials Evaluation,
State Department of Education,
P.O.Box 911
Harrisburg 17126, 717-787-5105

Puerto Rico

Certification Officer,
Department of Education,
Hato Rey 00900, 809-764-1100

Rhode Island

Acting Coordinator for Teacher Education, Certification and Placement,
State Department of Education,
Roger Williams Bldg., Hayes St.,
Providence 02908, 401-277-2675

South Caroline

Director of Teacher Education and Certification,
State Department of Education,
Columbia 29201, 803-758-3125

South Dakota

Director, Division of Teacher Education and Certification,
State Department of Public Instruction,
Pierre 57501, 605-224-3663

Tennessee

Coordinator, Teacher Education and Certification,
State Department of Education,
123 Cordell Hull Building,
Nashville 37219, 615-471-2270

Texas

Director, Division of Teacher Education and Certification,
Texas Education Agency,
201 East 11th Street,
Austin 78701, 512-475-2721

Utah

Supervisor of Teacher Certification, Division of Teacher Personnel,
State Board of Education,
1400 University Club Bldg., 136 East South Temple,
Salt Lake City 84111, 801-328-5965

Vermont

Director, Division of Teacher Education and Continuing Education,
State Department of Education,
Montpelier 05602,802-223-2311

Virginia

Supervisor of Teacher Certification, Division of Teacher Education and Certification,
State Board of Education,
Richmond 23216, 703-770-2628

Washington

Supervisor of Certification, Office of the Superintendent of Public Instruction,
Old Capitol Building,
Olympia 98501, 206-753-6773

West Virginia

Director, Division of Certification,
State Department of Education,
1900 Washington Street, East,
Charleston 25305, 304-348-2696

Wisconsin

Administrator, Teacher Certification,
Bureau of Teacher Education and Certification,
State Department of Public Instruction,
126 Langdon St.,
Madison 53702, 608-266-7378

Wyoming

Director, Division of Certification, Placement, and Teacher Education,
State Department of Education,
Cheyenne 82001, 307-777-7291

St. Thomas–St. John–St. Croix

*Personnel Officer,
Department of Education,
St. Thomas, VI 00801

American Samoa

Director of Education,
Department of Education,
Pago Pago, American Samoa 96920

*Certification=Commissioner of Education and the Virgin Islands Board of Education.

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	Colorado		
41	Aurora	Aurora Public Schools 1085 Peoria Street. 80011	Eugene A. Albo, Assistant Superintendent, Personnel
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	Connecticut		
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	New Jersey		
43	Atlantic City	Atlantic City, N.J. Public Schools 1809 Pacific Avenue. 08401	Dr. Jack Eistenstein, Superintendent of Schools
43	Readington	Readington Township Public Schools P.O. Box 2. 08870	F. C. Orecchio, Superintendent
40	Tenafly	Tenafly Public Schools 500 Tenafly Road. 07670	Walter A. Wollam
	New York		
44	Newtonville	North Colonie Central Schools 12128	Dr. Arthur Haas Assistant Superintendent
42	Rochester	Rochester City School District 131 West Broad Street. 14608	Donald L. Clarke, Director, Personnel
	Ohio		
44	Rocky River	Rocky River City Schools 21600 Center Ridge Road. 44116	James A. Medved, Ph.D. Assistant Superintendent
	Pennsylvania		
43	Pittsburgh	Pittsburgh Board of Education 341 South Bellefield Avenue. 15213	Alan James, Assistant Director of Personnel
	Texas		
42	Houston	Houston Independent School District 3830 Richmond Avenue. 77027	Felix Cook, Deputy Superintendent for Personnel
	Virginia		
43	Alexandria	Alexandria City Public Schools 418 South Washington Street 22313	Dr. John E. DuVall, Assistant to the Superintendent for Personnel
44	Alexandria	The Career Staffing Center 621 Duke Street, P.O. Box 298. 22314	Mrs. Vera Kritzer Coordinator
44	Arlington	Arlington Public Schools 1426 North Quincy Street 22207	Nicholas V. Prencipe, Assistant Director of Personnel
43	Fairfax	Fairfax County Public Schools 10700 Page Avenue. 22030	John H. Mooney, Acting Personnel Specialist
43	Virginia Beach	Virginia Beach City Public Schools P.O. Box 6038. 23456	Shirley J. Cassida, Director, Personnel Services

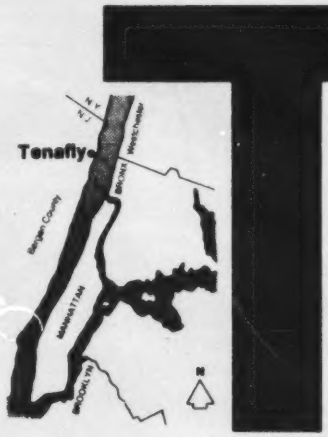
BE A SUNBLAZER IN MIAMI

Blaze your career in a city kissed by the sun and soothed by the sea . . . a city where outdoor recreation is a way of life. Let's face it: dedicated teaching is hard, frequently nerve-frazzling work. Revitalizing, off-duty activity is important. Here nature has waved a wand to make spare time, fun time. Blaze away classroom fatigue the way you like best — boating or beaching, fishing or snorkeling. Take a jaunt to the keys. Do a week-end at Disney World. Slip in a cruise to the nearby Bahamas. Catch the Dolphins in the ocean or on the gridiron. It's all possible in the Big Orange.

Blaze your career in an international city. Greater Miami is a cross-roads of the Americas, a bilingual city which has opened its doors to European banking, well-heeled Latin tourists and business interests and opened its heart to thousands of refugees. The result is an intriguing, cosmopolitan area with an international cuisine, wide-ranging shopping adventures, art, opera, universities — and festivals on Calle Ocho. Savor the flavor of sun city.

Blaze your career in the nation's fifth largest school system. Composed of the 27 municipalities which comprise Greater Miami, Dade County Public Schools offer opportunities for personal enrichment and professional advancement. The system offers an excellent salary schedule, free hospitalization, in-service education, management seminars, tuition reimbursement for work towards the master's degree, incentive pay for a masters in field, openings in exceptional child education and other fields. Greater Miami has problems for you to help solve, progress for you to enjoy. C'mon. Be a sun blazer.

WRITE Personnel Department, AA Dade County Public Schools
1410 N.E. 2nd Avenue Miami, Florida 33132
An Equal Opportunity Employer



Tenafly is a Hudson River town located five miles from New York City. Consisting mainly of privately owned one family homes, its residents are supportive of a high quality of education. Tenafly offers the cultural, educational, and recreational advantages of the New York metropolitan area as well as a highly competitive salary guide and generous fringe benefits.

Please address inquiries to:
Personnel, Tenafly Public Schools
500 Tenafly Road
Tenafly, New Jersey 07670

Tenafly Public Schools
Tenafly, New Jersey

An Equal Opportunity Employer

Come to Colorado

Consider Teaching in Fort Lupton—a growing, progressive district located on the front range near Denver.

- ☐ excellent budget for materials, supplies, equipment
- ☐ all new or remodeled facilities
- ☐ current textbooks
- ☐ fully paid benefits including a dental plan
- ☐ partial tuition paid for additional schooling
- ☐ outstanding inservice program with funds available for conferences
- ☐ special opportunities in bilingual/bicultural education
- ☐ full time teacher aides
- ☐ salary range—$11,500 to $19,300
- ☐ credit for up to 10 years experience

Call or write: **Mr. Floyd Acre, Assistant Superintendent**
School District RE-8
301 Reynolds Street
Fort Lupton, Colorado 80621
(303) 857-2711

A K–12 District

An Equal Opportunity Employer

Community Consolidated Dist. 15 (K-8)
505 S. Quentin Road
Palatine, IL 60067
Buffalo Grove–Wheeling, Dist. 21 (K-8)
999 W. Dundee Road
Wheeling, IL 60090
Prospect Heights, Dist. 23 (K-8)
700 N. Schoenbeck Road
Prospect Heights, IL 60070
Arlington Heights, Dist. 25 (K-8)
301 W. South St.
Arlington Heights, IL 60005
River Trails, Dist. 26 (K-8)
1900 E. Kensington Road
Mt. Prospect, IL 60056
Schaumburg, Dist. 54 (K-8)
804 W. Bode Road
Schaumburg, IL 60194
Mount Prospect, Dist. 57 (K-8)
701 West Gregory St.
Mt. Prospect, IL 60056
Elk Grove, Dist. 59 (K-8)
2123 S. Arlington Heights Road
Arlington Heights, IL 60005
Palatine High School Dist. 211 (9-12)
1750 S. Roselle Road
Palatine, IL 60067
Township High School, Dist. 214 (9-12)
799 W. Kensington Road
Mt. Prospect, IL 60056

"An Equal Employment and Equal Education Opportunity Agency"

An Invitation to Examine Career Opportunities

Lyons Township High School

Where Educational Excellence is a Tradition

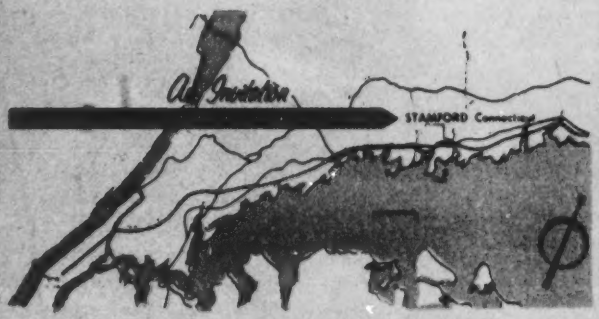
Serving the Chicago suburban communities of La Grange, La Grange Park, La Grange Highlands, Western Springs, Hodgkins, Countryside, Indian Head Park, and sections of Brookfield and Willow Springs.

WRITE TO: Dr. John L. Bristol, Superintendent, Lyons Township High School, 100 S. Brainard Avenue, La Grange, Illinois 60525.

An Equal Opportunity employer

STAMFORD, Connecticut —

Where Good Teaching Is Appreciated and Rewarded



Inquiries are invited from experienced and inexperienced teachers

Stamford is an affirmative action M/F employer.

Write to: J. J. Morris
Assistant Superintendent Personnel
Stamford Public Schools
195 Hillandale Avenue
Stamford, Connecticut 06902

Public Schools
Unified District Number 500

SUBURBAN URBAN INNER-CITY

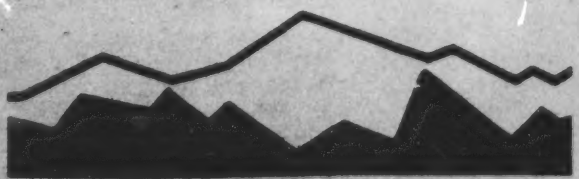
Please contact:
Ray Daniels, Asst. Supt. personnel
[illegible] Minnesota Avenue
Kansas City, Kansas 66101
Phone: Area Code 913-621-6073
An Equal Opportunity Employer

CONSIDER

Aurora Colorado

Child Centered
Professional
Progressive
Ideal Climate
Suburban Community
Dynamic Metropolitan Area

Write:
Assistant Supt., Personnel
Aurora Public Schools
1085 Peoria Street
Aurora, Colorado 80011
An Equal Opportunity Employer



INVITATION TO EXCELLENCE

Serving the Chicago suburban communities of Glencoe, Kenilworth, Northfield, Wilmette, Winnetka, and sections of Glenview and Northbrook.

Inquiries are invited from inexperienced and experienced teachers.

For information contact:

Mr. Thomas W. Timmis
Director of Personnel
3013 Illinois Road
Wilmette, Illinois 60091

An Equal Opportunity Employer

HOUSTON

a great place to live
a great place to TEACH

HOUSTON, the fastest growing city in the nation, offers the greatest opportunities for teaching. Salaries for 1980-81 school year are based on degree and experience.

Bachelor	–	$12,110 - 19,920
Master	–	$12,800 - 22,900
Doctor	–	$14,090 - 25,160

Extra stipends are paid to teachers who qualify for and accept assignments in BILINGUAL EDUCATION, SPECIAL EDUCATION and SECONDARY MATH and SCIENCE.

Contact: PERSONNEL SERVICES
HOUSTON INDEPENDENT SCHOOL DISTRICT
3830 RICHMOND AVE.
HOUSTON, TEXAS 77027
(713) 623-5111

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Proviso East
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10 and 15 miles West of Chicago

Equal Opportunity Educator and Employer

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Excellent Salary Schedule
Generous Fringe Benefits
Comprehensive Curriculum

WRITE or CALL:
Personnel Office
Richard A. Wedo
Proviso Township High Schools
Maywood, Illinois 60153
312–344–7000, Extension 201

ROCHESTER, NEW YORK

A challenging place to teach
A desirable place to live

ROCHESTER csd

Teaching Opportunities for September, 1981

For more information, contact:
Teacher Personnel Office
City School District
131 W. Broad Street
Rochester, New York 14608

(716) 325-4560

An Equal Opportunity Employer.

Pittsburgh Public Schools
Personnel Department
341 S. Bellefield Avenue
Pittsburgh, PA 15213

If you're interested in being a teacher, we're interested in you. We offer you an opportunity to teach in a progressive and friendly city. Area colleges and universities also offer excellent graduate programs.

An Equal Opportunity Employer

READINGTON TOWNSHIP PUBLIC SCHOOLS

P.O. BOX 2, READINGTON, NEW JERSEY 08870
PHONE 201-534-2195

An Equal Opportunity Employer

A K - 8 district. Apply: Superintendent

The Evansville-Vanderburgh School Corporation, the fifth largest public school system in Indiana, with a student enrollment of 26,000 maintains a continuous impact on this metropolitan community of 163,000 residents, a tri-state area of Indiana, Illinois and Kentucky.

If you are interested in becoming a part of this school system and community, please write to:

Mr. Melvin Wambach
Personnel Manager

EVSC

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
1 S E Ninth Street • Evansville, IN 47708
Telephone 1 (812) 426-1838

An Equal Opportunity Employer

. . . Teaching is what it's all about

If you're interested in being a teacher, we're interested in you. We're asking for dedication, zeal, creativity, experience and most of all—a person who cares.

We can offer opportunities to teach in a progressive, historic city, ten minutes from downtown Washington, D.C. The salary range for ten month teachers is $12,453 to $30,510

Write To: Dr. John E. DuVall
Assistant to the Superintendent for Personnel
Alexandria City Public Schools
418 South Washington Street
Alexandria, Virginia 22313
(703) 750-6264

ATLANTIC CITY
TEACH IN A WONDERFUL PLACE

Contact: Dr. Jack Bloomfield
Superintendent of Schools
Atlantic City Public Schools
1809 Pacific Avenue
Atlantic City, New Jersey 08401

An Equal Opportunity Employer

ST. LUCIE COUNTY SCHOOL BOARD

Box 490 — 2909 Delaware Avenue
Fort Pierce, Florida 33450
Write: Ben Franklin

An Equal Opportunity Employer

GLENDALE ELEMENTARY SCHOOLS

School District No. 40 of Maricopa County, Arizona

TITLE IX
ESAA TITLE VII
AFFIRMATIVE ACTION
INDIVIDUALIZED INSTRUCTION
AN EQUAL OPPORTUNITY EMPLOYER
INNOVATIVE SPECIAL EDUCATION PROGRAMS

Personnel Services, 5734 West Glendale Avenue
Glendale, Arizona 85301 602/846-6700

MASON CITY, IOWA
COMMUNITY SCHOOLS

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An Equal Opportunity Employer
With An
Affirmative Action Plan

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For Personnel Information

Call or Write: Personnel Director
120 E. State Street
Mason City, Iowa 50401
1/515/423/3860

Teach in the nation's largest fully accredited school system!

Duval County Public Schools
Marilyn Duncan, Personnel
1325 San Marco Blvd.
Jacksonville, Florida 32207

Dale A. Sorg
Superintendent

An Equal Opportunity Employer

TEACHING POSITIONS

Virginia Beach City Schools, Virginia Beach, Virginia, 63 schools, enrollment of over 56,000, 3100 certificated personnel. We employ approximately 400 new teachers each year. Contact Office of Personnel Services, Virginia Beach City Schools, P.O. Box 6038, Virginia Beach, VA 23456. An Equal Opportunity employer

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To achieve its
AFFIRMATIVE ACTION GOALS

Fairfax County, Va. (suburb of Wash., D.C.) Public Schools is interested in employing minorities, including women in Administration, and male elementary teachers. Call 703-691-3271 or write FCPS-AS, 10700 Page Ave., Fairfax, Va. 22030.

MINNEAPOLIS PUBLIC SCHOOLS

807 N.E. BROADWAY, MINNEAPOLIS, MINN. 55413

AN EQUAL OPPORTUNITY EMPLOYER

For information on job opportunities please write to Personnel Dept. Section A

Teaching Positions—Full and Part Time at Community and Junior Colleges. For more than a decade we have operated a clearinghouse for those seeking administrative and teaching positions at two year colleges. Vacancies continue to exist even in this difficult period for the educator. Our last catalog listed 307 positions at more than 90 institutions. Write for details. The Career Staffing Center, 621 Duke Street, P.O. Box 298-AS, Alexandria, Virginia 22314.

The school system of Arlington, Va., a diverse urban community near the Nation's capital, has openings for a few select teachers for the 1980–81 school year.

Contact N. V. Prencipe, Asst. Dir. of Personnel, 1426 N. Quincy St., 22207 (telephone: 703/558-2731) "Equal Opportunity Employer"

WANTED:
TEACHERS

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
MARYLAND
(Borders Washington, D.C.)
DR. EDWARD J. FEURT, Superintendent

CONTACT YOUR PLACEMENT OFFICE FOR ADDITIONAL INFORMATION OR WRITE:
Professional Personnel
Prince George's County Public Schools
Upper Marlboro, Maryland 20870
AN EQUAL OPPORTUNITY EMPLOYER
Telephone 301/952-4671

Rocky River City School District

Rocky River is an affluent, western suburb of Cleveland, Ohio, on Lake Erie. Its school district has a fine tradition of excellence in education and athletics, including a program for gifted and talented students, as well as special programs for individual learning needs. Traditionally, 80–85% of its students go on to college, and student test scores on the ACT and SAT are well above the national. AN EQUAL OPPORTUNITY EMPLOYER

For information and/or application for employment, write the Assistant Superintendent for Instruction, 21600 Center Ridge Road, Rocky River, Ohio 44116

Teach in Royal Oak, Michigan

A suburban community with Metropolitan advantages located north of Detroit in Oakland County

For additional information, write to:
Gene A. Thieleke,
Assistant Superintendent,
Royal Oak Schools
Royal Oak, Michigan 48073

An equal opportunity employer

North Colonie Central Schools
Newtonville, New York 12128

Suburban Albany school district enrolling 5300+ students in Grades K–12. Residential community in close proximity to colleges and universities. Professional staff—350.

District seeks qualified applicants in all teaching fields. An equal opportunity employer.

Applications may be obtained from: Dr. Arthur Haas, Assistant Superintendent.

Teachers/Therapist
Baltimore City
Public Schools

Immediate opportunities available in Special Education, Speech Pathology, Occupational and Physical Therapy, School Psychology and School Social Worker for persons meeting Md. State Certification requirements.

Apply to:
Baltimore City Public Schools
3 E. 25th St., Baltimore, Md. 21218
(301) 396-6917/6918

We're moving in the right direction.

An Equal Opportunity employer

Waukegan Community Unit Sch. Dist. #60, Lake County, Ill. operates 16 K–6 Schs.—3 Jr. H.S. & 2–4 yr. H. Schs. (9–12). Has an enrollment of over 12,500 & approx. 804 certificated personnel. We seek educators dedicated to helping children with multi-ethnic backgrounds. An Equal Opportunity Employer.

Anne Arundel County, Maryland An Equal Opportunity Employer
A Good Place to Teach and Live

Modern programs of instruction, materials, and facilities. Suburban Washington and Baltimore. Competitive salaries and fringe benefits. Department of Personnel, Quad A

Send résumé to: Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401

Greenwich Public Schools, Greenwich, Connecticut, 06830, seeks well qualified candidates for all subject areas, including special education, mathematics, language arts and elementary classroom teachers. Please address a résumé to the attention of Douglas W. Fainelli, Director of Personnel

An Equal Opportunity/Affirmative Action Employer

Community High School District 218

5933 West 115th Street
Worth, Illinois 60482

contact: Mrs. Marjory Beattie
Director of Personnel
312/597-6300, ext. 711

An Equal Opportunity Employer

Excellence:

A TRADITION

in

MONTGOMERY COUNTY, MARYLAND

Long before a statewide public school system existed in Maryland, the citizens of Montgomery County were establishing and supporting numerous local institutions, from one room log schoolhouses to the large academies where young people "prepared to meet the exigencies of life."

That citizen support has not diminished through the years – nor has the community's demand for excellence in its school system – especially in its teachers and their performance in the classroom. Despite declining enrollments, the need for highly qualified teachers continues – especially in the areas of math, science, English and special education. To meet that need, we offer a highly competitive salary schedule and provide excellent support in the form of materials, equipment, aides, specialists and special programs. Numerous opportunities for professional improvement are available at six major universities in the area.

Maintaining a high standard in any field of endeavor requires a constant effort to improve and grow. If you are interested in helping us build on a proud tradition, please contact:

MONTGOMERY COUNTY PUBLIC SCHOOLS
DIVISION OF STAFFING
850 HUNGERFORD DRIVE
ROCKVILLE, MARYLAND 20850
TELEPHONE 301-279-3278

An Equal Opportunity/Affirmative Action/Title IX Employer and Employer of the Handicapped

A personal copy of the:

Directory of Public School Systems in the United States

A complete listing of name and address, telephone number, and hiring official of all public school systems in the U.S. can be yours by completing the form below.

$30.00

Enclosed is $_____ ($30.00 per copy)
Send _____ copy(ies) of The Directory of Public School Systems in the U.S.

Name _____

Address _____

City _____ State _____ Zip _____

Send order form to: ASCUS
Box 4411
Madison,
Wis. 53711

Teaching Positions In Kern County, California

Blessed with a mild, ideal year-round climate, Kern County is situated in the southern end of the San Joaquin Valley of California approximately 100 miles northeast of the Los Angeles area.

Forty-eight districts at the elementary and secondary levels use the advisory and referral services of the Office of the Kern County Superintendent of Schools. This office also maintains programs in Special Schools, Migrant Education, Child Development Services and Special Education.

Current opportunities exist in the Special Education Programs for:

- ☐ Learning Handicapped
- ☐ Physically Handicapped
- ☐ Severely Handicapped
- ☐ Communicatively Handicapped
- ☐ including Speech and Language

Write to: Dr. Richard H. Berg, Director Personnel Services
Office of Kern County Superintendent of Schools
5801 Sundale Avenue
Bakersfield, California 93309

An Equal Opportunity Employer with An Affirmative Action Plan.